



ASSESSMENT OF STRATEGIC TECHNICAL ASSISTANCE FOR RESULTS WITH TRAINING (START) IQC CONTRACT

Final Report

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

ADS	USAID Automated Directives System (Policy, Procedures and References)
AED	Academy for Educational Development
ANE	USAID's Bureau for Asia and the Near East
CLIN	Contract Line Item Number
CPIF	Cost Plus Incentive Fee
CTO	Cognizant Technical Officer
DA	Development Associates, Inc.
Devis	Development InfoStructure
EGAT/ED	Bureau for Economic Growth, Agriculture and Trade, Education and Training
E&E	USAID's Bureau for Europe and Eurasia
FORECAST	Focus On Results: Enhancing Capacity Across Sectors in Transition IQC
FPIF	Fixed Price Incentive Fee
GEM	USAID's Global Evaluation and Monitoring IQC
GTD	USAID's Global Training for Development IQC
HBCUs	Historically Black Colleges and Universities
HC	Human Capacity
HICD	Human and Institutional Capacity Development
IC	In-country
IIE	Institute for International Education
IQC	Indefinite Quantity Contract
IR	Intermediate Result
ISTI	International Science and Technology Institute, Inc.
LAC	USAID's Bureau for Latin America and the Caribbean
MOL	Maximum Obligated Amount
MSI	Minority Service Institutions
NGO	Non-governmental Organization
OP	USAID's Office of Procurement
PIO/P	Project Implementation Order for Participant Training
SEVIS	Student and Exchange Visitor Information System
SO	Strategic Objective (of USAID)
SPSS	QuestionPro Survey Software
START	USAID's Strategic Assistance for Results with Training IQC
TA	Technical Assistance
TC	Third-country
TEOL	Training Events on Line
TraiNet	USAID's Training Data System
USAID	United States Agency for International Development
USG	United States Government
VCS	Visa Compliance System
WLI	World Learning, Inc.

EXECUTIVE SUMMARY

The START IQC authorized Fixed Price Incentive Fee (FPIF) and Cost Plus Incentive Fee (CPIF) task orders and a Maximum Ordering Limitation of \$450 million to three major contractors: Academy for Educational Development (AED), World Learning, Inc. (WLI) and Development Associates, Inc. (DA). The IQC was designed to provide a broader range of training services than provided under the earlier Global Training for Development (GTD) IQC and to make these services more readily accessible, particularly to understaffed and under-funded Missions. The IQC contained four major components: 1) training and support services; 2) local organizational capacity development and learning; 3) crisis and conflict prevention capacity building; and 4) pre-packaged training programs. The intended beneficiaries were host countries gaining from stronger local and national institutions staffed and led by better-qualified technical staff and managers.

The International Science and Technology Institute, Inc. and Aguirre International carried out this assessment under the GEM IQC. The purpose of the assessment was twofold. First, to attempt to determine the effectiveness of START as perceived by USAID Bureaus and Missions and document the management accomplishments under the IQC. Second, to examine the latter with the objective of shaping the design of, with recommendations for, a successor mechanism. Toward those ends, the assessment sought answers to the following four questions: 1) What were START's most successful features? 2) What were its most problematic aspects? 3) What type of successor mechanism would be most useful? 4) What type of services would be desired under a successor mechanism?

Given the limited resources – time and funding – available for this assessment, travel to field Missions was not possible. The major assessment instrument was an Internet web-enabled survey with both quantitative and qualitative responses. All Missions worldwide were invited to complete the survey. Selected USAID Washington Bureaus and Offices were also recipients of the questionnaire. This represented a total of about 100 addressees, 85 overseas Missions and Offices and 15 Offices in USAID Washington. The assessment team also conducted follow-up telephone interviews with selected Missions. Although the survey had certain unavoidable limitations, which are spelled out in detail in the report, the responses to the questionnaire were well distributed among Missions worldwide. The assessment team believes the responses are not only consistent with the qualitative interviews, but also that they greatly extended the team's reach in terms of gaining access to a wide range of valuable experience. There were 59 valid, non-duplicative responses to the questionnaire or nearly a 60 percent total valid response rate.

The assessment team's bottom line conclusion is that START has served as an effective, flexible training tool for USAID Missions and Offices. While it is not as well known as it should be, USAID clients are using it for a variety of training activities around the world. There is stiff competition with START in the form of technical assistance contracts and regional training contracts, but there is still an important role to be played by START and its successor. However, in planning for a scaled-down follow-on training IQC, the assessment team recommends that USAID address a number of serious issues, including providing more information about the training mechanisms available, simplifying some of the seemingly unnecessary complexities built into the cost side of START and leveling the playing field to allow for more competition among for-profit and not-for-profit training providers.

I. INTRODUCTION

A. Description of START

The START IQC is the successor to the GTD IQC. The START IQC consists of the following four components: 1) host country national training and supporting services under USAID sponsorship, which includes two subcomponents (Component 1a – New Entrepreneurs International and Component 1b – Distance Learning Technology and Pedagogy); 2) local organizational capacity and learning; 3) human capacity development delivery for crisis and conflict prevention; and 4) pre-packaged training programs.

The contract is a hybrid IQC authorizing both FPIF and CPIF task orders. The contract term is August 28, 2001 to August 27, 2006, and the Maximum Ordering Limitation was established from \$450 million combined for three contract awards to the following: AED, DA, and WLI. The method of payment for the two non-profit organizations, AED and WLI, is a Letter of Credit and for the for-profit organization, DA, the method is Direct Reimbursement.

B. START Objectives

The objective of START is to support the Agency's third goal of "Building Human Capacity through Education and Training," and EGAT/ED's Strategic Support Objective 3, which is to "improve the performance of individuals and effectiveness of host country organizations." Further, START is to provide USAID field Missions as well as Washington Bureaus and Offices with an easy, flexible and effective mechanism to access experts in training design, implementation, monitoring and assessment and related services. Finally, START was intended to provide a broader range of generic and pre-packaged services than offered under GTD so as to assist USAID sponsoring units where local staff or funding are insufficient for complete development of independent work statements. In this regard, it was intended that START would further simplify the work for Mission Strategic Objective (SO) teams by combining a wider menu of flexible, pre-packaged services.

The anticipated beneficiaries of START included the following: 1) host countries benefiting from stronger local and national institutions staffed and led by better qualified technical and managerial cadres; 2) local institutions benefiting from efforts to strengthen in-country training providers; 3) communities in situations of civil conflict benefiting from training efforts; and 4) individual trainees, who given greater capacity through training, contribute to development efforts related to the training provided.

C. Purpose of Assessment and Methodology Used

This assessment attempts in the first instance to determine the management effectiveness of START as perceived by Missions and Bureaus, and to document the administrative accomplishments under the IQC. Secondly, it seeks to help shape the design of, with recommendations for, a successor mechanism. Toward these ends, the assessment aims to provide answers to the following four questions: 1) What were the most used and successful features of START? 2) What were the least used and most problematic features? 3) What type

of successor mechanism would be the most useful to potential users? 4) What type of services would be desired?

Given the limited resources - time and funding - available for this assessment, travel to overseas Missions was ruled out. The major assessment instrument was an Internet web-enabled survey with both quantitative and qualitative responses. Respondents completed the online survey questionnaire in one or more sessions as desired. QuestionPro Survey Software (www.questionpro.com) powered the online survey. The instrument consisted of 20 questions, of which twelve were open-ended.

Potential respondents to the questionnaire were initially contacted by email from USAID/EGAT/ED. All Missions worldwide were invited to participate with overlapping standard email distribution lists being utilized. Selected USAID Bureaus and Offices also were recipients. In all, 100 addressees received emails. A second email was sent one week later to the same invitees. The response rate was substantial. Telephone interviews were also conducted with selected Missions.

Survey Viewed	Survey Started	Survey Finished	<i>Survey Finished</i>
Only first page viewed, no entries	More than one page viewed, no entries	Incomplete or invalid data entered	with valid data responses
148	96	65	59

The email invitation, the questionnaire itself, a compilation of the raw data responses, and consolidated summaries of the responses on a question-by-question basis and the list of Missions interviewed by telephone are annexed or are available in electronic format.

The survey has certain unavoidable limitations. Respondents are self-selected and the answers are not derived from a random sample. The survey strived to achieve a census of the key personnel who work in USAID in the management of participant training. However, due to such factors as burdensome work schedules, travel, and other priorities, only a proportion of the target group was able to complete the survey. Nevertheless, the responses were well distributed among Missions worldwide, and the assessment team believes that they are not only consistent with responses from qualitative interviews, but also that they greatly extended the team's reach in gaining access to a wide range of expertise and opinion.

Various cross tabulations of the questionnaire responses were performed using SPSS software to provide the supportive evidence for many of the report's findings.

In addition, the assessment team members interviewed all three START prime contractors as well as USAID/EGAT (Bureau for Economic Growth, Agriculture and Trade) and E&E (Bureau for Europe and Eurasia) officers responsible for START's activities. Also, selected sub-contractors and other agencies were interviewed. Summaries for all meetings are on file with ISTI. A list of individuals interviewed in person and by telephone is annexed to this report.

II. FINDINGS

A. Importance of Training

As indicated previously, much of the information found in this report is derived from official USAID documents, interviews with numerous stakeholders, Mission and Washington responses to an electronic questionnaire as well as the extensive participant training-related experiences of assessment team members. Clearly, one of the overall impressions from all of this information is the continuing priority given to all forms of training (U.S., in-country, third-country) as a vital development tool. There is no doubt that training, whether administered under START or other USAID training mechanisms, is viewed by all interlocutors as an essential ingredient in achieving results in virtually all fields of international development.

B. START's Role and Magnitude

Based on Agency-provided information, and somewhat despite the overwhelming importance of training, START has been very underutilized by the 45 Missions using it with only \$190 million subscribed out of a \$450 million Maximum Ordering Limitation. While it has been pointed out that this ceiling was set high in order to avoid later, time-consuming amendments, this usage rate still represents only 42% of the program's funding potential as of the fourth year of the five-year START IQC. This low relative drawdown is also clear from other data, namely TraiNet, USAID's training data system.¹

Based on Development InfoStructure's (Devis') experience as a TraiNet contractor and START sub-contractor, START participants comprised 7% of total training recorded in TraiNet for training from October 2001 to April 2005. During this period there were only 86,032 START trainees out of a total 1,320,682 participants. The assessment team believes that the primary reasons for this small START role in training is the multitude of USAID training tools available, especially technical assistance contracts, as well as other factors discussed later in this report.

C. START Usage

Training during this aforementioned three-and-one-half year period was heavily weighted toward short-term programs located in-country, both with respect to START and to total participant training. According to TraiNet data:

- Sixty-eight percent (68%) of all START training was short-term, in-country in the Europe & Eurasia region, mainly in Azerbaijan and Kazakhstan.
- Seventy-eight percent (78%) of total training was in-country in the following five countries: Ethiopia (619,918), Guatemala (168,553), Egypt (78,066), Azerbaijan (58,535), and Kazakhstan (57,960).

¹ All IQCs and contracts that support participant training must conform to ADS 253 standards and requirements, including the mandatory entry of data for all participants into TraiNet.

- Ethiopia, Guatemala, Egypt, Azerbaijan and Kazakhstan conducted so much in-country training that statistics analyzing all training, including START, seem skewed. By revisiting the several statistical categories after excluding all in-country training - including that done under START - from just these five countries, the START component of all participant training jumps from 7% to 16%. For the regions, E&E goes from 38% to 64%, Africa from 0.3% to 1.7%, Asia & Near East from 1.6% to 2.7%, and LAC from 6% to 22%.
- Excluding in-country training in the five aforementioned countries, there would have been 27,818 participants in START and the number of total USAID trainees falls from 1,320,682 to 337,650.

Table 1. USAID – START Participant Training Only – August 2001 to April 2005

	IC - Long	IC – Short	Total In Country	TC- Long	TC - Short	Total 3rd Country	US - Long	US – Short	Total U.S.A.	Grand Total
Development Associates	510	15,497	16,007	21	255	276	114	400	514	16,797
Academy for Educational Dev.	311	29,660	29,971	0	3,297	3,297	124	813	937	34,205
World Learning	1,316	29,525	30,841	12	2,810	2,822	27	1,340	1,367	35,030
Total START	2,137	74,682	76,819	33	6,362	6,395	265	2,553	2,818	86,032
Europe & Eurasia	2,132	58,214	60,346	12	6,032	6,044	27	1,809	1,836	68,226
Africa	5	1,650	1,655	1	50	51	55	109	164	1,870
Asia & Near East	0	2,216	2,216	20	80	100	168	411	579	2,895
Latin America & Caribbean	0	12,584	12,584	0	199	199	15	210	225	13,008
Other Region	0	18	18	0	1	1	0	14	14	33
Total START	2,137	74,682	76,819	33	6,362	6,395	265	2,553	2,818	86,032

Table 2. USAID – ALL Participant Training – October 2001 to April 2005

	IC - Long	IC – Short	Total In Country	TC- Long	TC - Short	Total 3rd Country	US - Long	US – Short	Total U.S.A.	Grand Total
Europe & Eurasia	4,781	154,102	158,883	29	13,650	13,679	331	6,474	6,805	179,367
Africa	128,243	580,264	708,507	57	18,623	18,680	623	1,704	2,327	729,514
Asia & Near East	9,480	168,376	177,856	96	4,174	4,270	1,197	3,937	5,134	187,260
Latin America & Caribbean	80,467	138,148	218,615	545	1,040	1,585	2,897	1,403	4,300	224,500
Other Region	0	2	2	0	31	31	1	7	8	41
Total ALL Participants	222,971	1,040,892	1,263,863	727	37,518	38,245	5,049	13,525	18,574	1,320,682

The E&E region made much greater use of the START mechanism than did the other regions. E&E accessed START for 38% of its in-country training, 44% of its third-country training, and

27% of its U.S. training. The overall E&E trainees enrolled in START is 38% as compared with just 7% for all participant trainees regardless of region.

**Table 3. START Totals as a Percentage of ALL Participant Training –
October 2001 to April 2005**

	IC- Long	IC- Short	<i>Total In Country</i>	TC- Long	TC- Short	<i>Total 3rd Country</i>	US- Long	US- Short	<i>Total U.S.A.</i>	<i>Grand Total</i>
Europe & Eurasia	44.59%	37.78%	37.98%	41.38%	44.19%	44.18%	8.16%	27.94%	26.98%	38.04%
Africa	0.00%	0.28%	0.23%	1.75%	0.27%	0.27%	8.83%	6.40%	7.05%	0.26%
Asia & Near East	0.00%	1.32%	1.25%	20.83%	1.92%	2.34%	14.04%	10.44%	11.28%	1.55%
Latin America & Caribbean	0.00%	9.11%	5.76%	0.00%	19.13%	12.56%	0.52%	14.97%	5.23%	5.79%
Other Region	*	*	*	*	*	*	*	*	*	*
Total ALL Participants	0.96%	7.17%	6.08%	4.54%	16.63%	16.72%	5.25%	18.88%	15.17%	6.51%

* = negligible

To elicit USAID views about START and further enrich this report, the assessment team, working through the good offices of EGAT/ED, emailed an online survey questionnaire to approximately 100 addressees, including all 85 overseas Missions and Offices, and to 15 technical Offices, including Bureaus, in Washington. There were 59 valid, non-duplicative survey responses. There was a 50:9 ratio of field to Washington replies, supporting the assessment team's goal to predominantly register Mission views. The regional distribution reflected diversity consistent with USAID's worldwide presence.

D. Familiarity with START

In responding to the survey question "How familiar are you with START?" there were 57 answers in all, of which 17 (30%) selected "Not familiar at all" (See Table 4). The regional distribution, moreover, showed the lack of familiarity with START to be 50% in Africa, 33% in Latin America & Caribbean, and 20% in ANE (Bureau for Asia and the Near East). Significantly, the E&E region did not have a single respondent out of 14 who was "not familiar at all" with START. The amazingly high percentage (30%) of those respondents "Not familiar at all" with this contract implies that START was not publicized sufficiently to the Missions except within the E&E region. This may also indicate that USAID does not have a useful compendium of training contracts available to users and/or that Missions are not familiar with training tools available to them.

In interviews with the prime contractors, the assessment team learned that some of them were doing only limited marketing of START, because there was no core funding or other allowable costs for such activities authorized in the START contracts by USAID to pay for this.

Table 4. Familiarity with START

How familiar are you with START?		Region/Bureau					Total
		E&E	Africa	ANE	LAC	Central Bureau	
Very familiar	Count	8	5	3	2	1	19
	% within Region/Bureau	57.1%	25.0%	30.0%	22.2%	25.0%	33.3%
Somewhat familiar	Count	6	5	5	4	1	21
	% within Region/Bureau	42.9%	25.0%	50.0%	44.4%	25.0%	36.8%
Not familiar at all	Count	0	10	2	3	2	17
	% within Region/Bureau	.0%	50.0%	20.0%	33.3%	50.0%	29.8%
Overall	Count	14	20	10	9	4	57
	% within Region/Bureau	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

E. Ease of Use

The START IQC mechanism was relatively easy to access (see Table 5). Of the self-described users, 96% (22) agreed fully or somewhat that START provided flexible and easy access; 61% (16) utilized it more than once; and only 22% (4) agreed fully or somewhat that preparing and negotiating a task order was difficult.

Table 5. Provided Flexible, Easy Access to Training Services

Provided flexible, easy access to training services		Region/Bureau					Total
		E&E	Africa	ANE	LAC	Central Bureau	
Agree fully	Count	8	3	5	2	0	18
	% within Region/Bureau	100.0%	60.0%	100.0%	100.0%	.0%	81.8%
Somewhat agree	Count	0	2	0	0	2	4
	% within Region/Bureau	.0%	40.0%	.0%	.0%	100.0%	18.2%
Overall	Count	8	5	5	2	2	22
	% within Region/Bureau	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

While START was generally viewed as easy to use by Missions and Bureaus desiring to create a task order, the approach used for E&E Missions worked to their advantage by reducing the number of task orders and amendments required for a given training intervention.

USAID Macedonia: “Under Q4, it is indicated that USAID Macedonia used the START IQC only once. It needs to be added that this was a regional task order that the Mission bought in to and the initial amount for the three-year program was \$6.3 million. After that it was amended twice and the total amount reaches \$10 million...most of the time incremental funding was a painful process in spite of the efforts of the IQC CTO. AID Washington's Office of Procurement was very unresponsive to Mission needs.”

F. Planning and Implementation Training

Of 23 respondents that answered the question, 96% fully or somewhat agreed that “START sufficiently covered all of our training requirements.” Not surprisingly, planning and implementing training programs was START’s most successful component. Of 22 self-described users, 68% used this feature frequently and 32% sometimes used it. No respondent that used START failed to utilize planning and implementation of training whether in-country, third-country, or U.S. based (see Table 6).

Table 6. Components Used: Plan/Implement Training

Components Used: Plan/Implement Training		Region/Bureau					Total
		E&E	Africa	ANE	LAC	Central Bureau	
Frequently	Count	7	2	3	2	1	15
	% within Region/Bureau	87.5%	40.0%	60.0%	100.0%	50.0%	68.2%
Some	Count	1	3	2	0	1	7
	% within Region/Bureau	12.5%	60.0%	40.0%	.0%	50.0%	31.8%
Total	Count	8	5	5	2	2	22
	% within Region/Bureau	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

G. Training Contractors

There are three prime contractors under START: AED, WLI and DA. The first two are not-for-profit organizations, and the last is a commercial consulting firm. Under the predecessor training contract, GTD, there were four prime contractors (including the Institute for International Education (IIE), now a subcontractor to WLI), plus a small business firm. Each prime contractor also has its START team with various sub-contractors to play niche roles or to otherwise handle some training. Most of the subcontractors that the team contacted indicated that they received little work under START. All three prime contractors reported that they were undertaking major efforts to include minority institutions and to increase the number of women participants. However, some subcontractors, including one minority subcontractor, reported receiving no business whatsoever from its prime. One major contractor advised that one of its minority subcontractors helped it to substantially improve its networking and to establish valuable contacts with senior officials in Africa.

The START participant training caseload, measured by total number of trainees divided among the three prime contractors, is as follows:

WLI	35,030	41%
AED	34,205	40%
DA	16,797	19%

An important finding is that the questionnaire respondents generally gave START prime contractors high marks for helpfulness and specifically when problems were identified. Only 10% (2 of 21 respondents) somewhat agreed that prime contractors were non-responsive.

START survey respondents clearly preferred the START mechanism when an otherwise TA contract or alternative IQC was available (see Table 7). Sixty-eight percent (68%) of 22 respondents agreed fully or somewhat with that preference, while the remaining 32% neither agreed nor disagreed. However, as pointed out earlier, the actual usage rates belie these stated preferences because clearly START was used for only a small portion of all USAID-funded training.

Table 7. More Attractive than TA Contract or Other IQC

More attractive than TA contract or other IQC			Region/Bureau					Total
			E&E	Africa	ANE	LAC	Central Bureau	
Agree fully	Count		5	2	3	0	1	11
	% within Region/Bureau		62.5%	40.0%	60.0%	.0%	50.0%	50.0%
Somewhat agree	Count		2	2	0	0	0	4
	% within Region/Bureau		25.0%	40.0%	.0%	.0%	.0%	18.2%
Neither agree or disagree	Count		1	1	2	2	1	7
	% within Region/Bureau		12.5%	20.0%	40.0%	100.0%	50.0%	31.8%
Overall	Count		8	5	5	2	2	22
	% within Region/Bureau		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Many Missions tended to see START in a limited way and would issue a task order for only a few participants for a single training event. These minimal activities – following the pattern of writing PIO/Ps in days gone by – generated a cumbersome administrative process, and did not justify the cost of mini-competitions among the three qualified primes to bid on such small scope activities. The singular, broad, sweeping task order approach of E&E made much better sense.

When asked what specific training mechanisms were used other than START or an existing TA contract, there were a variety of responses:

USAID Panama: *“Given the small number of participants, they are handled by individual contractors (AED for the last several years).”*

USAID Angola: *“Grants, other EGAT IQCs.”*

USAID Colombia: *“Participant training handled by contractors and grantees.”*

USAID Kenya: *“World Learning IQC.”*

USAID East Timor: *“Small Grants program.”*

USAID Mali: *“In-house training, Regional training with several Missions, U.S. Universities and Private Firms.”*

USAID Mexico: *“Bought in to two existing Washington Cooperative Agreements.”*

USAID Tanzania: *“Purchase order under Development Associates.”*

USAID Guinea: *“GTD before START. AFGRAD and ATLAS in the past. Nothing in recent years.”*

H. SO Team Cooperation

Further on the positive side, 73% of 22 respondents agreed fully or somewhat that START-funded training activities enabled inter-SO team cooperation. Only 1 respondent disagreed somewhat. Moreover, in a separate question about START’s problematic features, 62% of 21 respondents disagreed fully or somewhat that SO team members or TA contractors showed a lack of interest in START training opportunities.

I. Electronic Media

Increasing the use of electronic media in START has been highlighted as a successful feature in several Mission responses. This trend undoubtedly leads to more reliable information being reported and, consequently, more informed decisions being made in the planning, implementation, and evaluation of training. Eighty percent (80%) of 30 respondents agreed that the use of electronic media (e.g., Internet) in a START successor mechanism would enhance information exchange and management of training. There appears to have been no distance learning funded under START.

USAID Ukraine stated: *“Other successful features of START were TRAINET and TEOL (Training Events Online) the tracking information systems that keep information about all training and participants’ info.”*

USAID Egypt: *“The services of Devis for the TraiNet/VCS are a successful feature. Devis staff did not spare any effort to work hard on the historical data to move to the Mission repository. More over, the guidance provided to the Mission's training staff is outstanding...START mechanism enables us to have a better control of the participants' data and information.”*

While planning and implementing training programs clearly ranks as START’s most popular successful element, Missions also found START’s various other features to be exceptionally useful. For example:

USAID Ukraine: *“START enabled the Mission to provide a series of Training Interventions at different levels (national, regional and community levels) and in different venues (combination of in-country, and third country events). The START contract*

provided possibility for other Mission's implementer partners and contractors to implement their own training intervention providing visa support on a fee-for-service basis.”

USAID Egypt: *“START mechanism enables us to have a better control of the participants' data and information.”*

USAID West Bank & Gaza: *“START provided us with a procurement mechanism that addressed the Mission's Higher Education Strategic Objective's long-term training needs in a comprehensive way.”*

J. Administrative Costs

One of the more vexing issues related to the operations of START concerns “administrative costs.” In the replies to the survey, START administrative costs of prime contractors are perceived by most respondents as excessive; 72% (13 of 18 answers) agreed fully or somewhat that “Administrative costs for services provided by prime or sub-contractor were high.”

Table 8. Administrative Costs for Services Perceived as High

Administrative costs for services were high		Region/Bureau					Total
		E&E	Africa	ANE	LAC	Central Bureau	
Agree fully	Count	3	1	1	1	1	7
	% within Region/Bureau	42.9%	33.3%	25.0%	50.0%	50.0%	38.9%
Somewhat agree	Count	3	1	1	1	0	6
	% within Region/Bureau	42.9%	33.3%	25.0%	50.0%	.0%	33.3%
Neither agree or disagree	Count	0	1	0	0	0	1
	% within Region/Bureau	.0%	33.3%	.0%	.0%	.0%	5.6%
Somewhat disagree	Count	1	0	1	0	1	3
	% within Region/Bureau	14.3%	.0%	25.0%	.0%	50.0%	16.7%
Disagree fully	Count	0	0	1	0	0	1
	% within Region/Bureau	.0%	.0%	25.0%	.0%	.0%	5.6%
Overall	Count	7	3	4	2	2	18
	% within Region/Bureau	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Some of the Mission comments on this subject are as follows:

USAID Egypt: *“Admin cost is not clearly identified, also it is relatively high, and doesn't encourage the CTOs to use this mechanism.”*

USAID Albania: *“Admin costs account for more than 50% of our training budget. Too much goes to overhead.”*

USAID Nepal: *“It was observed that the administrative costs differ from one task order to another.”*

USAID El Salvador: *“There was a time when technical offices kept saying that using a U.S. contractor for training was too expensive. However, when we had a formal complaint from one of our technical offices, the Contractor was able to prove that though their services were expensive; their fees were lower than those of a TA contractor.”*

Where START administrative costs were found to be lower than in the case of training incorporated in other TA, the START contractor did not have an in-country presence and executed work through local sub-contractors.

During interviews with the assessment team, prime contractors countered the perception of higher START administrative costs by calling attention to the lack of transparency in cost analysis during the buy-in process and the relatively higher administrative costs in many instances of existing TA contracts that were a Mission’s main alternative training mechanism. Prime contractors also pointed out that the technical advice provided by them on training needs assessments as well as training designs and related technical areas are wrongly categorized as “administrative costs.”

In addition, Missions often make numerous, sometimes very time consuming changes in training plans, travel arrangements and other training aspects that must be repeatedly handled by the contractors, even in the absence of any core funding. Finally, contractors referred to the built-in and seemingly needless complexities of the START contract, such as some 450 functional labor categories for U.S. staff over five years, and USAID’s refusal to allow indirect costs on locally hired labor or third-country nationals (which USAID otherwise urges contractors to do). Finally, because the performance-based payment system in START also diminishes flexibility in easily changing the training terms, some Missions and Contract Officers have eliminated it.

K. Competition

The START competition issue has several aspects to it. First, the START contractors have been competitively awarded their IQCs based on their technical qualifications and cost data. Therefore, when it comes time to solicit for a specific training task order, each contractor has already been pre-qualified. However, many Contract Officers and Missions, with the possible exception of those in E&E, still treat START task order procurements as if they were free-and-open competitions, requiring extensive proposals. Most of this information has already been submitted and judged acceptable with the original START contract award. The assessment team finds this START task order procedure excessive and a waste of time, effort and resources for the training contractors, as well as for USAID staff, who have to review all of this information again for each task order.

Secondly, if USAID is sincerely trying to create more competition for START training activities, the assessment team notes that there is really very little change in the regions or countries of concentration for the three remaining prime contractors that are providing START training services. Because those organizations with pre-existing country presence have clear advantages

on subsequent business in those countries and regions, the team found that there have been very few changes among training organizations as new task orders are let. This situation may be certainly attributable in part to the proven track records of these well-qualified contractors, and Missions may be very comfortable with their performances. However, this arrangement also does not encourage participation by new competitors, except perhaps in subcontract roles.

Thirdly, the assessment team finds that there may not be a level playing field between not-for-profit organizations (that also charge fees) and for-profit firms competing for limited START training business. One of the major problems in this regard is the interest charges that private firms need to pay when they have to borrow money to fund the up-front costs of training needs assessments, technical designs, travel, insurance and other expenses so typical of training activities. USAID does not allow reimbursement for this cost of money required by private firms, but at the same time USAID does provide advance funding to not-for-profit organizations (that charge fees) that can be used for such required expenses, thereby eliminating the need for interest payments on borrowed money. At a time when USAID is trying to encourage more competition at the training contract stage and the ranks are thinning so dramatically, the team finds this current USAID practice to be counter-productive.

L. Special Issues

Less than half – 47% of 19 respondent users – thought that START training supported State Department/Embassy public diplomacy efforts whereas only one respondent) was somewhat negative. Many respondents (47%) neither agreed nor disagreed with the proposition.

In addition, there has been virtually no usage for special START CLINs such as conflict resolution, NGO development, and international entrepreneurs. For example, outside of the E&E region, no Mission reported START being used for human capacity intervention related to training and performance improvement for crisis and conflict prevention. Further, little interest was expressed in pre-packaged training. Again, except for the E&E region, no respondent indicated that START was used to strengthen organizational capacity and leadership of local NGOs, grantees, and other host country organizations, including administration of small grants.

Table 9. NGO/Grantee Strengthening

Components Used: NGO/Grantee strengthening			Region/Bureau					Total
			E&E	Africa	ANE	LAC	Central Bureau	
Frequently	Count		4	0	0	0	1	5
	% within Region/Bureau		50.0%	.0%	.0%	.0%	100.0%	31.3%
Some	Count		4	0	0	0	0	4
	% within Region/Bureau		50.0%	.0%	.0%	.0%	.0%	25.0%
Not at all	Count		0	1	4	2	0	7
	% within Region/Bureau		.0%	100.0%	100.0%	100.0%	.0%	43.8%
Overall	Count		8	1	4	2	1	16
	% within Region/Bureau		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 10. Human Capacity Intervention for Crisis and Conflict Areas

HC intervention for crisis and conflict areas		Region/Bureau					Total
		E&E	Africa	ANE	LAC	Central Bureau	
Frequently	Count	1	0	0	0	1	2
	% within Region/Bureau	12.5%	.0%	.0%	.0%	100.0%	12.5%
Some	Count	4	0	0	0	0	4
	% within Region/Bureau	50.0%	.0%	.0%	.0%	.0%	25.0%
Not at all	Count	3	1	4	2	0	10
	% within Region/Bureau	37.5%	100.0%	100.0%	100.0%	.0%	62.5%
Overall	Count	8	1	4	2	1	16
	% within Region/Bureau	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

M. The FORECAST IQC

USAID's E&E Bureau and Missions have a more focused education/training strategy and policy than the other geographic bureaus. In part this reflects the somewhat unique history and needs in this region and USAID's continuing program there. Within this programmatic context, there were recent contract awards to AED and WLI for a START-like training contract, called FORECAST. While intended initially for the E&E region only, the assessment team understands that a proviso was ultimately included to make FORECAST available to other regions as well. As Table 11 below indicates, there is little substantive difference between FORECAST and START, or what could be added to START via an amendment.

The assessment team is puzzled about the justification for another START-like training project and contract. It appears that there is enough flexibility within START to allow for virtually any type of training service needed within the Agency. If not, one has to wonder why a simple amendment to START would not have sufficed without going through another entire procurement action. This is a meaningful point partly because, as indicated above, START has plenty of authorized funding still available since it has been very underutilized. Also, the presence of FORECAST will most probably siphon off more training work from START or its successor, especially for the E&E region, which has been one of the major clients for START. Furthermore, only two organizations bid on and were awarded contracts under FORECAST – AED and WLI – the two largest training contractors under START for the E&E region. Even allowing for differences in regional Bureau approaches to training, the assessment team finds this a strange situation from a management standpoint.

Table 11. Key Training Features Required of Prime Contractors in GTD, START, and FORECAST Global IQCs

Feature	GTD	START	FORECAST
Strategic Objectives:			
Attaining SO Teams' IRs	O	O	O
Selecting trainees based on SO planning goals and ideal target audiences	O	O	O
Strategic planning and performance gap analysis	O	O	O
Non-training Performance Barriers:			
Target organization policies & practices	O	O	O
Performance improvement obstacles in trainee's work context	O	O	O
Organizational and performance needs assessments to identify appropriate training and non-training interventions	O	O	O
Participant Training Implementation:			
Trainees' specific work-related expected performance change	O	O	O
Best Practices	O	O	O
E & E HICD Handbook	?	O	O
TraiNet	O	O	O
ADS 253	O	O	O
J Visa/VCS/SEVIS	O	O	O
Pre-departure orientation	O	O	O
Long-term & short-term	O	O	O
Academic, technical, & observational	O	O	O
U.S., third country, & in-country	O	O	O
Training-related Support Services:			
Training needs assessment	O	O	O
Training plan	O	O	O
Commodity procurement	?	?	O
Pre-packaged programs	O	O	O
Follow-on activities	O	O	O
Evaluation and assessment of impact	O	O	O
Linkages between training objectives and technical assistance objectives	O	O	O
Agency-wide Policies and Themes:			
Cost containment	O	O	O
HBCUs and other MSIs	O	O	O
Equal training opportunities for women	O	O	O
Simplified, flexible task order procurement	O	?	O
Distance learning	?	O	?
Entrepreneurial management training	O	O	O
Indigenous NGOs capacity building	?	O	O
Crisis and conflict prevention	?	O	O

O = Explicit or implicit in contractual language.

? = Possible but not explicit nor implicit in contractual language.

X = Not possible.

N. Future Needs

Well over half of the respondents to the assessment team's questionnaire (63% of 46) – both users and non-users – stated that a global IQC similar to START would by itself or in combination with other available training mechanisms be most useful as a successor to the current START IQC (see Table 12). A quarter to a third of these respondents (28%) believed that START training could in the future be incorporated into existing Mission-funded projects -at least in their Missions. Only 9% of these same respondents felt that a region-specific IQC would be the most useful successor mechanism to START. Again, the team notes that FORECAST, largely an E&E training contract, has already been authorized and is due to start soon. Finally, in follow-up interviews with LAC Missions (El Salvador in particular), the team was advised that the LAC Bureau is planning to make more use of regional task orders under START and/or similar mechanisms.

Table 12. What Successor Mechanism to START?

Successor to START?			Region/Bureau					Total
			E&E	Africa	ANE	LAC	Central Bureau	
Central IQC like START	Count		4	6	5	0	2	17
	% within Region/Bureau		50.0%	33.3%	71.4%	.0%	50.0%	37.0%
Region-specific IQC	Count		1	3	0	0	0	4
	% within Region/Bureau		12.5%	16.7%	.0%	.0%	.0%	8.7%
Training in mission-funded projects	Count		1	4	2	6	0	13
	% within Region/Bureau		12.5%	22.2%	28.6%	66.7%	.0%	28.3%
A combination of these	Count		2	5	0	3	2	12
	% within Region/Bureau		25.0%	27.8%	.0%	33.3%	50.0%	26.1%
Overall	Count		8	18	7	9	4	46
	% within Region/Bureau		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

When asked to elaborate on the general character of a START successor mechanism, including the various combinations that Missions might prefer, some interesting observations were made:

USAID Congo, Kinshasa: *“I think that there should be different types of trainings in order to attract the largest number of persons: some may benefit most from a specific training that is attached to a project; others may need a more general type of training. Time and distance constraints may also prevent some from participating in training that is located far away from post.”*

USAID Angola: *“Global IQC with region-specific focus that incorporates training and TA.”*

USAID Colombia: *“Mission funded projects work well in our case but we understand that START has been useful through experiences of other missions. A global IQC should work given the right contractor.”*

USAID Romania: *“Currently, our mission's strategy implements all training events as incorporated within mission-funded projects. However, access to a regional and/or global IQC would bring more training opportunities and shared experiences to the region.”*

USAID Mexico: *“Combination of a region-specific IQC and Training incorporated within mission-funded projects.”*

USAID Kenya: *“Cost Containment. Global IQC would pool together resources.... A need for tripartite arrangements for funding training programs that include host country, US Universities and USAID co-financing the programs.”*

USAID Ethiopia: *“A region-specific IQC would fit training needs better. It would also be useful to have training incorporated within mission-funded projects.”*

USAID Morocco: *“We have used a previous similar mechanism [global IQC], which, as I recall worked well. I don't see a regional mechanism as necessarily more efficient or effective.”*

USAID Nepal: *“START IQC is very easy to work with and to implement the training program. Future use of START depends on funds availability for training. However, it is very essential to have a mechanism like START in place to implement our direct funded training programs.”*

USAID El Salvador: *“In the future, it would be very useful to have in mind the experience that our Mission had at the beginning of START: In the IQC document, it was stated that the payment method to use was Cost-Plus-Incentive-Fee (CPIF). Regarding training, CPIF was new to the Mission, but as we did not have a choice, we placed the first START task order that way. The inflexibility of that method, that required a thorough assessment of the services received, caused serious delays in our training programs. Later, this requirement changed, and we were allowed to use the Cost-Plus-Fixed-Fee (CPFF). START then became flexible enough for us to expedite the implementation.”*

USAID Bulgaria: *“Flexible and responsive, reliable and cooperative, respected among the other TA programs.”*

USAID Albania: *“We're planning on buying into the regional FORECAST task order, as we did with START, so we have to wait and see how it turns out under the new IQC.”*

The desired and valuable training-related services in a START-like successor mechanism, based on 29-42 positive responses to 13 survey questions, would be:

Table 13. Desired Training-related Services

<i>Training-related Services</i>	<i>Positive Responses</i>
Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	42
Institutional/organizational development assessment	39
Evaluation of completed training programs and their impact	38
Training needs assessment	37
Simplified and flexible procurement of training and training-related services	36
Post-training follow-on	35
Performance gap analysis	33
Performance improvement consulting services	32
Use of electronic media (e.g. Internet) to enhance information exchanges and management of training	32
Performance improvement consulting services	32
Supportive of USG public diplomacy activities/inter-agency goals	31
Small grants	31
Prepackaged training programs	30
Individual and workgroup performance assessment	29

Asked to identify their top five priorities among the desired training-related services listed in Table 13 immediately above, 35 respondents demonstrated a range of preferences:

Table 14. Prioritized Choice of Desired Training-related Services

<i>Training-related Services</i>	<i>Priority #1</i>	<i>Priority #1 - #5</i>
Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	15	28
Institutional/organizational development assessment	4	16
Evaluation of completed training programs and their impact	3	20
Training needs assessment	4	12
Simplified and flexible procurement of training and training-related services		21
Post-training follow-on		17
Performance gap analysis	6	11
Use of electronic media (e.g. Internet) to enhance information exchanges and management of training	2	11
Performance improvement consulting services	1	7
Supportive of USG public diplomacy activities/inter-agency goals		6
Small grants		6
Prepackaged training programs		8
Individual and workgroup performance assessment		3

III. CONCLUSIONS

- A) START is viewed as a flexible, easy to use training mechanism by this assessment team and by most users. It is judged to be an effective tool in support of the important field of training in accord with U.S. development, diplomatic and defense interests. However, START is very under-subscribed as only \$190 million of the \$450 million Maximum Ordering Limitation or 42 percent has been utilized so far, during the fourth year of this five-year IQC. This is in part due to the fact that more training tools are available now, especially under technical assistance contracts. While START was generally viewed as easy to access for Missions and Bureaus desiring to create a task order, the approach used for E&E Missions worked to their advantage by reducing the number of task orders and amendments required for a given training intervention.

USAID Macedonia: “Under Q4, it is indicated that USAID Macedonia used the START IQC only once. It needs to be added that this was a regional task order that the Mission bought in to and the initial amount for the three-year program was \$6.3 million. After that it was amended twice and the total amount reaches \$10 million...most of the time incremental funding was a painful process in spite of the efforts of the IQC CTO. AID Washington's Office of Procurement was very unresponsive to Mission needs...”

Development InfoStructure: “...many Missions tended to see START in a limited way, and would issue a task order for only a few participants for a single training event. These minimal activities – following the pattern of writing PIO/Ps in days gone by – generated a cumbersome administrative process, and did not justify the cost of mini-competitions between the three qualified primes to bid on such small scope activities. The singular, broad, sweeping task order approach of E&E made much better sense.”

- B) The E&E Bureau used START more extensively than any other Bureau, partly reflective of the nature and history of the USAID program in that region. The overall E&E participants enrolled in START is 38 percent as compared with just 7 percent for all participants regardless of region. This extensive use of START by the E&E Bureau supported the START IQC's intent of assisting “...Agency sponsoring units where local staff or funding are insufficient for complete development of independent work statements.” (Section I.C.2(a) of IQC).
- C) Missions are generally aware of START, but an amazingly high percentage (30%) is not aware. The assessment team concludes that there has been insufficient marketing of START by EGAT as well as inadequate checking by Missions of training contracts available. This may also indicate that USAID does not have an adequate inventory of training mechanisms that Missions/Offices can review when making decisions regarding training programs or services needed.
- D) The Prime Contractors are managing START resources well and are responsive to Mission needs. Of specific note is that the prime contractors were given high marks for

helpfulness when problems were identified. However, the lack of core funding in the prime contracts did hamper some operations and limited the ability of contractors to market its services to field Missions or to otherwise provide general training support.

- E) The competition for START is down to three prime contractors, which is not a healthy competitive situation for USAID. (Under FORECAST, it is down to two.) This was in part due to disincentives faced primarily by for-profit organizations, namely the Direct Reimbursement mechanism that disallows interest payments and indirect costs on host country and third country staff. Further, the 450-500 salary categories associated with START seem unnecessarily complex.
- F) Many Missions perceived the administrative costs of START as being high, especially compared with TA contractors; however, upon further examination that appears to not be the case. Administrative costs are generally perceived to be too high by respondents who used START. Prime contractors [during interviews with the assessment team] countered this perception by calling attention to the lack of transparency in cost analysis during the buy-in process and the relatively higher administrative costs in many instances of existing TA contractors that were a Mission's main alternative training mechanism. Reality notwithstanding, the perception of high administrative costs in START is now a significant obstacle to the use of START and will continue to be an issue in the rolling out of the START successor mechanism.

USAID El Salvador: *"There was a time when technical offices kept saying that using a U.S. contractor for training was too expensive. However, when we had a formal complaint from one of our technical offices, the Contractor was able to prove that though their services were expensive; their fees were lower than those of a TA contractor."*

USAID Egypt: *"Admin cost is not clearly identified, also it is relatively high, and doesn't encourage the CTOs to use this mechanism."*

USAID Albania: *"Admin costs account for more than 50% of our training budget. Too much goes to overhead."*

USAID Nepal: *"It was observed the administrative costs differ from one task order to another."*

- G) Although the prime contractors did have the capacity to meet the START objective of mobilizing a broader range of services than those offered under the GTD IQC (Section C.2 of IQC), the planning and implementing participant training programs clearly ranks as START's most popular successful feature. On the other hand, the special CLINs of crisis and conflict prevention and New Entrepreneurs International were rarely used. It is frankly unclear to the team why USAID even included these special program areas in a general training contract like START, especially when there are other more specific technical contracts that can fund such training and services.

- H) No respondent that used START failed to utilize planning and implementation of training, whether in-country, third-country, or U.S. based. However, Missions also found START's various other features to be exceptionally useful.

USAID Ukraine: *"START enabled the Mission to provide a Series of Training Interventions at different levels (national, regional and community levels) and in different venues (combination of in-country, and third country events). The START contract provided possibility for other Mission's implementer partners and contractors to implement their own training intervention providing visa support on a fee-for-service basis."*

USAID Egypt: *"START mechanism enables us to have a better control of the participants' data and information."*

USAID West Bank & Gaza: *"START provided us with a procurement mechanism that addressed the Mission's Higher Education Strategic Objective's long-term training needs in a comprehensive way."*

- I) There is variable evidence that START facilitated greater cooperation among SO teams or public diplomacy or other USG objectives.
- J) A follow-on IQC to START is needed, but it should be smaller since FORECAST and other training tools (TA contracts, etc.) will be widely used. The possibility of not having a follow-on to START was dismissed by the assessment team because, like START, an improved successor would continue to serve a very useful function as a flexible, user-friendly training mechanism for many Missions, especially for those that will not be using the FORECAST option.
- K) E&E has a more focused education/training strategy and policy than the other geographic bureaus. As such, and ably assisted by its prime contractors, E&E does a better job generally of managing its training activities.
- L) Increasing use of electronic media in START has been highlighted as a successful feature in several Mission responses. This trend undoubtedly leads to more reliable information being reported and, consequently, more informed decisions being made in the planning, implementation, and evaluation of training. Eighty percent (80%) of respondents agreed that the use of electronic media (e.g., Internet) in a START successor mechanism would enhance information exchange and management of training.

Specifically, USAID Ukraine stated: *"Other successful features of START were TRINET and TEOL (Training Events on Line) the tracking information systems that keep information about all training and participants' info."*

USAID Egypt praised Development InfoStructure (Devis) for its data processing support: *"The services of Devis for the TraiNet/VCS are a successful feature. Devis staff did not spare any effort to work hard on the historical data to move to the*

Mission repository. More over, the guidance provided to the Mission's training staff is outstanding...START mechanism enables us to have a better control of the participants' data and information."

- M) The performance-based payment system diminishes flexibility in changing the terms of the SOW, if needed.
- N) Many Contract Officers and Missions, with the possible exception of E&E, treat each START task order as if they were free and open competitions, requiring extensive proposals. The assessment team finds this excessive and a waste of time and effort, particularly since the START contractors have all been competitively awarded their IQCs based on their technical qualifications and cost data.
- O) It was noted that a new START-like contract – FORECAST – was initiated. FORECAST stresses incorporating training within institutional strategies, while START more broadly allows training to serve this and other development strategies. Given this flexibility of START and E&E's prior, successful use of omnibus task orders tailor-made to address E&E issues, the team concludes that the continuing use of specific START task orders would have been a preferable management approach without requiring another full and open competition for an entirely new contract.

IV. RECOMMENDATIONS

- A) The assessment team recommends that EGAT/ED design a scaled down follow-on to START (i.e., a MOL of around \$200 to \$250 million) that takes into consideration the existence of FORECAST and the fact that the LAC Bureau is considering moving toward the use of regional Task Orders for training. Further, the successor to START should have a greatly simplified labor and cost structure and should use the fixed-fee method of payment. Therefore, when minor modifications need to be done this could be administered more easily with the CTO's approval, rather than going through the lengthy process of amending the contract.
- B) EGAT/ED should actively market the follow on to START to Missions and Bureaus by more periodic reporting to clients about how to use this training mechanism and by regular briefings at Mission Directors' Conferences and similar venues and to include a START briefing as required training for all New Entry Professionals and interns. Missions and Bureaus in turn, should pay more attention to the full range of training contract services available.
- C) The Office of Procurement (OP) should examine the competitive differences between not-for-profit and for-profit organizations in the training area and take steps to even the playing field, such as allowing for-profit organizations to receive advances under a Letter of Credit rather than reimbursement under the Direct Reimbursement mechanism and covering as allowable the indirect costs associated with host country and third country nationals.
- D) OP and EGAT should ensure that all Contracting Officers and Missions follow the same procedures in reviewing START task orders so that each issuance of a task order is a streamlined process and does not become a new free and open competition. Further, following the lead of many Missions and field Contracting Officers, OP should consider eliminating the performance-based system under START entirely worldwide.
- E) USAID should carry out an inventory of all training contracts and related resources and provide this list to all field missions. This information should be web accessible; distributed at conferences and other venues; and be included in information packets handed out to New Entry Professionals. Missions should be encouraged to check this information more in order to increase their familiarity with all of the training resources and contracts available.
- F) USAID should ensure higher clarity regarding the administrative costs incurred under START and share that information with START's clients. USAID should also seriously consider the inclusion of some core funding to enable contractors to provide generic training services (marketing, administrative actions responsive to Mission training needs, etc.).
- G) In a follow-on to START, USAID should minimize and even eliminate as unnecessary the special CLINs that were virtually unused in START but that can be readily served within the broad parameters of a successor to START or in the other more technically defined contracts.

V. LESSONS LEARNED

The increased use of the electronic medium, as exemplified by the e-questionnaire in this assessment of START, is in USAID's best management interests. Information can be transferred and shared more quickly and fully. Respondents are seemingly more prone to reply to electronic questionnaires when being queried for data or comments in assessments like this one. Therefore, USAID should use similar methodologies more where the scope of work lends itself to such approaches. It is also quite probable that training and other activities can be facilitated electronically as well.

ANNEX A

Scope of Work

GEM Task Order SOW

Evaluation of Strategic Technical Assistance for Results with Training (START) IQC Contract

BACKGROUND

In August 2001, USAID awarded START, a five-year Indefinite Quantity Contract (IQC) to three prime contractors: the Academy for Educational Development (AED), Development Associates, Inc (DAI) and World Learning, Inc. (WL) and fourteen sub-contractors. The objective of START was to provide an easy and effective mechanism that USAID Missions, Bureaus and Offices could use to access services in training design, implementation, monitoring and assessment, and related services supporting performance improvement of host country individuals and organizations.

START includes four components of training-related services that may be requested by Missions, Bureaus and offices for capacity development candidates from presence and non-presence countries.

- Prepackaged Training Programs
- Human capacity interventions related to training and performance improvement for crisis and conflict prevention, including “turnkey operations.”
- Strengthen organizational capacity and leadership of local NGOs, grantees and other host country organizations, including administration of small grants.
- Performance gap analysis, planning and implementation of short-term and long-term training at U.S., third-country and in-country sites; and related technical tasks in human capacity improvement.

START was designed to serve responsively the multi-sectoral needs across different Strategic Objective teams within a Mission, as well as multi-Mission needs via Task Orders encompassing paired or clustered Missions within a geographic region.

START is in its fourth year. Since the date of its award 45 Missions and Bureaus have obtained services under the contract at a cost of approximately \$180 million.

TITLE

Global Evaluation and Monitoring (GEM)

OBJECTIVE

The purpose of the assessment is to

1. determine the effectiveness of START as perceived by Missions and Bureaus and document the accomplishments of the contract
2. inform the design of, with recommendations for, a successor mechanism.

Toward this end, the assessment should provide answers to four questions:

1. What were the most used and successful features of START?
2. What were the least used and most problematic features?
3. What type of successor mechanism would be the most useful to potential users?
4. What type of services would be desired?

STATEMENT OF WORK

The assessment will consist of three related activities:

1. key informant interviews with USAID START CTO and Bureau Chiefs or their designated representatives;
2. telephone interviews with the cognizant START program officer or SO team leader in three USAID Missions in each of three different regions (total of nine Missions);
3. a virtual activity comprised of an e-questionnaire followed up by a facilitated telephone interview of a representative sampling of Missions worldwide.

The GEM contractor team will:

1. hold a kick-off meeting with the USAID/EGAT/ED CTO for the task order;
2. develop a work plan for achieving the goals and deliverables of this SOW;
3. review all key documents, including the TraiNet Report of START users and the prime contractors' semi-annual Reports;
4. interview START IQC prime contractors;
5. develop an assessment instrument to solicit information from Missions and Bureaus;
6. work with the Cognizant Technical Officer to select a broad sample of Missions and Bureaus to be assessed (factors of selection will include the number and \$ value of Task Orders, the diversity of services requested, regional distribution, and volume of training of Missions that used non-START contractors during the period in reference);
7. implement e-data collection and interviews in person or by telephone of Sponsoring Units;
8. produce a Report of the findings, including recommendations for improving a successor mechanism;
9. facilitate a discussion of the Review Report with EGAT/ED and other designated attendees.

REPORTS AND PROJECT DELIVERABLES

The study team will work closely with the EGAT/ED CTO to develop:

1. A work plan with due dates, outlining how the evaluation will be implemented, due within one week after beginning work.
2. An interview / data collection questionnaire within one week after beginning work.
3. An oral progress report due halfway through the performance report.
4. A report presenting the results of the assessment. The report shall be no longer than 25 pages, not including appendices, and shall include an Executive Summary. The

appendices shall contain the questionnaire instrument and notes of the facilitated discussions, a register of persons interviewed and other relevant items to be agreed on.

A draft in 5 copies shall be submitted to the START Cognizant Technical Officer (CT) for review, due 5 days before the end of the task order period. The CTO's comments will be returned to the contractor within 5 days, after which the contractor shall prepare a final report and submit 10 copies to the CTO, along with a digital copy, due by the end of the task order period.

TECHNICAL DIRECTIONS

Technical Directions during the performance of this task order shall be provided by the EGAT/ED CTO.

ANNEX B
WORK PLAN
Assessment of the START IQC Contract Implementation

Submitted to USAID/EGAT/ED/START IQC CTO and GEM CTO
June 6, 2005

Deadline Date	Task/Deliverable
May 27, 2005	Initial meeting with USAID CTO(s) for GEM and START IQC contracts.
June 1	Team planning meeting.
June 2	Meet with START Prime Contractor Development Associates, Inc.
June 3	Meet with START Prime Contractors Academy for Educational Development and World Learning, Inc.
June 6	Meet with USAID CTO for task orders under START in Europe and Eurasia. Submit Work Plan to CTO(s).
June 7	Submit draft assessment instrument (e-questionnaire) to CTO(s). Submit interview questionnaire to CTO(s). Finish review of all key documents, including the TraiNet Report of START users and the Prime Contractors' semi-annual Reports.
June 9-10	Select with CTO(s) a broad sample of Missions and Bureaus to be assessed. CTO(s) approve final version of e-questionnaire.
June 10-14	USAID sends out e-questionnaire.
June 20	Begin follow-up e-mails, interviews, and telephone calls; Team progress review meeting.
June 27	Mid-review oral progress report meeting with CTO(s).
July 19	Team review Mission/Office replies and other data.
July 20	Prepare findings, conclusions and recommendations for inclusion in the draft report.
August 5	Submit draft Assessment Report to START IQC CTO.
August 15	Discuss draft Assessment Report with CTO(s).
August 17	START IQC CTO provides written comments on draft to Assessment Team.
August 19	Submit final Assessment Report to START IQC CTO.
August 19 to September 9	Facilitate discussion of Review Report with EGAT/ED and other designated attendees.

Annex C

BRIEF BACKGROUND ON ASSESSMENT TEAM

David Garms, Team Leader, Senior Consultant, International Science and Technology Institute, Inc. (ISTI) is a former senior USAID Foreign Service officer with extensive project development, implementation and evaluation experience in Asia, Africa and Europe. He also has considerable experience as director of business development for international NGOs. His evaluation and assessment experience includes agricultural, rural development, small farm technology, agricultural inputs, education and training, refugee and displaced persons assistance, and food aid projects in Africa, Asia and Europe. He is currently engaged in developing eco-agribusiness partnerships in the northern Shenandoah Valley of Virginia that increase the economic viability of family owned farms in and around Civil War battlefield areas.

Dennis Chandler, Senior Consultant, International Science and Technology Institute, Inc. (ISTI) is a former Minister Counselor in the Senior Foreign Service. During his USAID career, he served as Mission Director in Morocco, Zaire and the Congo, and Deputy Director in Syria. Mr. Chandler was also the Acting Assistant Administrator and Deputy Assistant Administrator for the Near East Bureau. Since his retirement from USAID, he has worked extensively for a number of USAID's not-for-profit and commercial partners leading assessment teams, evaluating projects, designing activities, administering overseas operations and developing new international business in virtually all sectors and geographic regions. In particular, Mr. Chandler managed IIE's GTD IQC as well as the omnibus bilateral training contract with USAID/Egypt (Development Training II or DT2).

Ronald Springwater, Senior Consultant, Aguirre International has been CEO of USAID's largest global IQC for participant training in the United States - Partners for International Education and Training (PIET), that planned and implemented over 22,000 training programs with annual expenditures of approximately \$30 million during his tenure. Ronald Springwater has extensive experience in statistical analysis and regional experience in Africa, E&E Region, LAC, South and East Asia.

Greg Scarlatoiu, Management Associate, International Science and Technology Institute, Inc. (ISTI) is an evaluation and social audit consultant assuming both consulting and managerial responsibilities as ISTI staff. He has extensive experience in East Asia and has worked for the ILO in Geneva and Verite in East Asia. His evaluation experience includes assessments of compliance with ILO core conventions in emerging markets, involving research and design, distribution and processing of surveys and questionnaires.

ANNEX D

Contact List

USAID/EGAT

Ethel Brooks, Field Technical Advisor
Dora Plavetic, Assistant, Office of Education
Ronald S. Senykoff, Senior Education Officer

James Nindel, CTO, EGAT/ED/FS, Europe and Eurasia (E&E)
Jeffrey Shahan, Technical Director, Participant Training Support Project

USAID MISSIONS

USAID/CAUCUSUS, AZERBAIJAN

Valerie Ibaan, Social Sector Advisor

USAID/EGYPT

Remah Talaat, Director of Training

USAID/San Salvador

Yamilet Pleitec

START PRIME CONTRACTORS

ACADEMY FOR EDUCATIONAL DEVELOPMENT

Bonnie Barhyte, Vice President, International Training
Susan Fickling, Project Director, Center for International Training
Mark P. Ketcham, Vice President and Director, Center for International Training

Development Associates, Inc.

Peter Davis, President
Ed Dennison, Vice President
John Garcia, Contracts Officer

WORLD LEARNING FOR INTERNATIONAL DEVELOPMENT

Colin J. A. Davies, Director, Participant Training Program
Lisa Posner, Assistant Director, START/PTP
Anita Reichert, Assistant, START/PTP
Bonnie L. Ricci, Director of Programs and START Contract Manager

START SUB-CONTRACTORS

AMEX International, Inc.

Ruben Baylon, Vice President, Procurement and Shipping
Irv Coker, Vice President
Furhana Wehelie, Vice President, New Market Development

AMIDEAST

Steve Keller, Director, New Business Development

Aurora Associates International, Inc.

Gundu Rau, Senior Project Manager

Development InfoStructure (Devis)

Peter Gallagher, President
Chris Kagy, START Data Manager

Management Systems International (MSI)

Roberta Warren, START Coordinator

OTHER PERSONS CONTACTED:

Chemonics International, Inc.

Matthew Burke, International Training Coordinator

DEVELOPMENT INFORMATION SERVICES

Jeffery Malick, Vice President and Director
Victor Farren, Research Analyst

ANNEX E

Key Documents Reviewed

AFGRAD/ATLAS Evaluation Abstract, Contract No. FAO-I-00-00010-00, published September 2004

Education Strategy, Improving Lives through Learning, U.S. Agency for International Development, April 2005

Evaluation of Strategic Technical Assistance for Results with Training (START) IQC Contract

Focus On Results: Enhancing Capacity Across Sectors in Transition (FORECAST) IQC RFP: Sections C and L

Focus On Results: Enhancing Capacity Across Sectors in Transition (FORECAST) IQC Contract

Fragile States Strategy, U.S. Agency for International Development, January 2005

General Guide to the Construction of an Evaluation Report, U.S. Agency for International Development, Management Systems International, August 7, 2004

Global Training for Development (GTD) IQC Contract

Performance Summary, Fiscal Year 2006, U.S. Department of State, U.S. Agency for International Development

Strategic Technical Assistance for Results with Training (START) IQC Contract

USAID – START Contractors – FY01 – up to Today, Organized by Region, Country and Duration, US, TC and IC Training

USAID – START Contractors – FY01 – up to Today for Development Associates, Inc. Only, Organized by Region, Country and Duration, US, TC and IC Training

USAID – START Task Orders for FY 2003 and FY 2004, USAID/EGAT

U.S. Foreign Aid – Meeting the Challenges of the Twenty-first Century, Bureau for Policy and Program Coordination, U.S. Agency for International Development, January 2004

ACADEMY FOR EDUCATIONAL DEVELOPMENT

START Seventh Semi-Annual Report (August 28, 2004 – February 27, 2005), submitted on April 12, 2005 to USAID/EGAT/ED by Academy for Educational Development

Development Associates, Inc.

Evaluation of the Participant Training Program in the CAR, Evaluation Services IQC No. AEP-I-00-00-00023-00, Task Order No. 829, submitted to USAID/CAR on April 30, 2003

Evaluation of the Participant Training Program in the CAR, Annexes A – F, Evaluation Services IQC No. AEP-I-00-00-00023-00, Task Order No. 829, submitted to USAID/CAR on April 30, 2003

DEVELOPMENT INFOSTRUCTURE

TraiNet database

USAID/EGAT

Full Training Services Task Order: Statement of Work Template, EGAT, U.S. Agency for International Development

START: Strategic Technical Assistance for Results with Training IQC Task Order Template (Limited Scope), EGAT, U.S. Agency for International Development

WORLD LEARNING

START General Semi-Annual Report, August 2001 – February 2002

START General Semi-Annual Report, March – August 2002

START General Semi-Annual Report, August 2002 – February 2003

START General Semi-Annual Report, March – August 2003

START General Semi-Annual Report, August 2003 – February 2004

START General Semi-Annual Report, March – August 2004

Annex F
INTERVIEW PROTOCOL FOR PRIME AND SUB-CONTRACTORS

Name of Person(s) Interviewed:

Title(s) and Organization:

Date of Interview:

1. Introduction of team members (Dennis Chandler, Ron Springwater, Greg Scarlatoiu and Dave Garms); provide further background on purpose of evaluation (namely that START is in fourth year and Agency wants feedback on whether to continue with START follow-up or some modification thereof) and its scope (emphasize that by necessity the evaluation will not involve travel to any missions). Before closing the interview, state that we would appreciate opportunity to follow-up by phone if further questions or issues of interest should arise and, if necessary, to schedule a follow-up meeting. (Note: SOW for evaluation team will have been forwarded to contractor by fax prior to scheduled meeting.)

2. Prior to start of each interview repeat purpose of evaluation (as stated in SOW), which is as follows:

- (a) Determine the effectiveness of START as perceived by missions and bureaus and document the accomplishments of the contract; and
- (b) Inform the design of, with recommendations for, a successor mechanism.

3. Toward the aforementioned end, the evaluation should provide answers to the following four questions:

- (a) **What were the most used and successful features of START?** Start by asking which of the four START components were used most:
 - i) Prepackaged Training Programs;
 - ii) Human capacity interventions related to training and performance improvement for crisis and conflict prevention, including “turnkey operations;”
 - iii) Strengthen organizational capacity and leadership of local NGOs, grantees and other host country organizations, including administration of small grants; and
 - iv) Performance gap analysis, planning and implementation of short-term and long-term training at U.S., third-country and in-country sites; and related technical tasks in human capacity improvement.
- (b) **What were the least used and most problematic features?**
- (c) **What type of successor mechanism would be the most useful to potential users?**
- (d) **What type of services would be desired?**

WE MAY PROCEED TO ASK THE FOLLOWING QUESTIONS ONCE THE SET OF FOUR QUESTIONS IN NUMBER 3 ABOVE HAVE BEEN ANSWERED.

4. Inquiry Regarding START Leading to Any Improvement or Improved Cooperation Within Missions, Among Missions or Regionally:
 - a) In what instances did you find missions working together on training activities related to a common SO or sector?
 - b) And, in what instances did you find multi-sectoral cooperation region-wide and among missions across geographic regions?
5. One of START's objectives – as stated in the RFP – is: “START must simplify further the work for mission SO teams by combining a wider menu of packaged training-related services with a flexibility and simplicity of operation that minimizes Mission effort.”
 - a) In what ways were mission efforts decreased as a result of START?
6. Were the training components of START as designed appropriate and responsive to actual needs to date? For example, we understand that although Component 3, as designed, seems to be right on target, it was not accessed by the DCHA Bureau? Why was this? Are there any other examples like this? Further, are there examples of components that were truly not appropriate as designed?
7. The RFP includes a number of specific contractor responsibilities. One such responsibility under CLIN 0001 (Section 2(a)-2) is that the “Contractor and sponsoring unit must reach agreement on the degrees of performance change desired in key individuals, professional groups or work units in order to boost output, efficiency or transparency of operation.”
 - a) What was the procedure for agreeing on the performance change desired by the individual or groups?
 - b) Are there documented examples of performance change boosting output and efficiencies?
8. **In what ways were the three prime contractors different in responding to the specific contractor responsibilities in the RFP? What role did the sub-contractors play in responding to the specific responsibilities? Was there a division of labor in addressing the specific responsibilities by each contractor and any kind of working understanding among the three contractors?**

ANNEX G

E-mail Message Distributing Web Survey Questionnaire (submitted to EGAT/ED/PT on June 14, 2005)

USAID's EGAT Office of Education (ED) is undertaking an evaluation of the Strategic Technical Assistance for Results with Training (START) Indefinite Quantity Contract (IQC). This assessment is being conducted in the context of the post-9/11 global environment and the U.S. Government's policy agenda as set forth in the various planning documents (White Paper, Fragile States Strategy, Joint USAID/State Strategic Plans etc.) These documents call for new ways of doing business to deal with post- 9/11 pressures to expand developmental services, reduce conflicts, and combat terrorism, by various means, including, for example, the increased electronically driven international flows of ideas and information.

Within this changed environment EGAT/ED is re-evaluating its approach to international participant training to meet these new challenges. We envision that USAID field missions and Washington offices will have increased demands to make all forms of international training (U.S., third-country, in-country) more integrated with broader U.S. strategic objectives, e.g., the State Department's Public Diplomacy thrusts; in addition to the traditional approaches to institutional capacity development. Your Mission or Office's support of this re-evaluation by providing input to the attached survey will greatly facilitate this process.

The START IQC is now in its fourth year of implementation. Since its award 45 Missions as well as AID/W Bureaus and Offices have obtained training services under this IQC at a cost of \$180 million. EGAT/ED has commissioned Aguirre International and the International Science and Technology Institute, Inc. (ISTI) to carry out an assessment of this training IQC to: 1) determine the effectiveness of START as perceived by Missions, Bureaus and Offices and document its accomplishments; and 2) inform the design of, with recommendations for, a successor mechanism. Toward this end, the assessment is to provide answers to the following questions:

- 1) What were the most used and successful features of START?
- 2) What were the least used and most problematic features?
- 3) What type of successor mechanism would be the most useful to potential users?
- 4) What type of services would be desired?

The attached user-friendly E-Questionnaire was designed to generate measurable responses related to the above four questions. Responses will be kept confidential, although anecdotal information may be used in support of aggregated statistical data but without attribution.

The assessment is intended to make this training IQC more helpful to you as the end-users. EGAT, therefore, welcomes your frank replies and comments about how best to make START respond better to your needs, taking into account program, financial, procurement and other management considerations. Because of the importance of training in USAID's development mission, we ask that input be provided by the most appropriate senior managers, Strategic Objective teams and training staffs. Your responses will be extremely helpful to the

assessment team and to USAID in determining the strategic direction and design of future global education and training mechanisms. Therefore, a few minutes of your time on this questionnaire should be time well spent.

To access the START questionnaire, please click on the link below. This is a short questionnaire and we recommend that you complete it in its entirety before exiting the program.

<http://www.questionpro.com/akira/TakeSurvey?id=252216>

Please complete the questionnaire by NLT June 24. We very much appreciate your participation and cooperation and look forward to your responses. Copies of this START assessment will, of course, be shared with you upon its completion in early September.

Draft Follow-up E-mail Message
(Submitted to EGAT/ED/PT on July 6, 2005)

Dear Colleague:

As EGAT's Office of Education (ED) indicated to overseas Missions in its June 21 e-mail and to AID/W Offices in its June 28 message, ED is currently undertaking an evaluation of the Strategic Technical Assistance for Results with Training (START) Indefinite Quantity Contract (IQC). The purpose of this management assessment is to determine the effectiveness of the START IQC as a useful tool for USAID Missions and Offices in meeting their development training needs, whether in the U.S., third-countries or in-country. This evaluation is also intended to help shape future training mechanisms so as to better serve participating Missions and Offices in our ever-changing development environment.

In order to make this assessment as client-oriented as possible, the aforementioned e-mails included a link to a user-friendly questionnaire eliciting input from all USAID stakeholders. So far, we have received responses from some 35 Missions and Offices, for which we express our sincere appreciation. However, we need replies from many more Missions and Offices that have not yet provided us with their judgments and comments. Therefore, we urge your Mission/Office to respond as soon as possible. The evaluation team will then incorporate your thoughts and recommendations into its assessment. Copies of this final report will be available in September to all interested USAID managers.

To facilitate responding to this START questionnaire, simply click on the link indicated below. Because this questionnaire is short, we urge that you do so now and complete it by following the instructions included. We very much want to have the benefit of your thinking on this important subject. <http://www.questionpro.com/akira/TakeSurvey?id=252216>

Thank you very much again for your cooperation.

Sincerely,

John A. Grayzel, Director

EGAT/Office of Education

ANNEX H

E-QUESTIONNAIRE FOR ALL RESPONDENTS

Purpose of Questionnaire: EGAT/ED has requested Aguirre International and International Science and Technology Institute, Inc under the GEM contract to determine the effectiveness of the Strategic Technical Assistance for Results with Training ("START") Indefinite Quantity Contract ("IQC") as perceived by USAID Missions, Bureaus and Offices and to document its accomplishments. The Assessment Team has also been requested to inform the design of, with recommendations for, a successor mechanism. With this purpose in mind, your cooperation in answering this relatively brief, user-friendly questionnaire is vital, needed, and appropriate -- it will be much appreciated.

IMPORTANT NOTE: Only aggregated statistical information will be reported. No personal information will be collected and no individual/unit level data will be released. Please answer each question to the best of your ability.

Thank you.

Please complete the box that identifies your organizational unit by entering the name of that unit.

Mission:

Bureau/Office:

Other:

How familiar are you with START?

☐

Very familiar

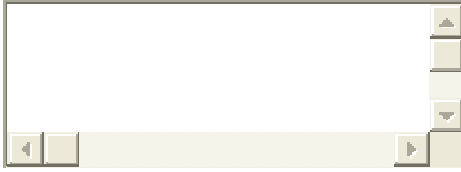
☐

Somewhat familiar

☐

Not familiar at all

Please elaborate or explain your response, if desired.



Has your Mission or Bureau/Office ever used the START IQC mechanism?

- ☐ Yes
- ☐ No

How many times has your organizational unit issued and/or implemented a START Task Order since the START IQC was awarded in August 2001?

- ☐ Once
- ☐ 2-4 times
- ☐ 5 or more times
- ☐ Not at all

Which components of START did you utilize?
(Include each component used in one or more START Task Orders.)

	Used Frequently	Used Some	Used Not At All
a) Planning and implementation of short-term or long-term training at U.S., third-country, or in-country sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Performance gap analysis or other related technical tasks in human capacity development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Prepackaged training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Strengthen organizational capacity and leadership of local NGOs, grantees, and other host country organizations, including administration of small grants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Human capacity intervention related to training and performance improvement for crisis and conflict prevention, including "turnkey operations".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you did use START, please rate the following statements: what were the most successful features? (Indicate your agreement with each suggested response.)

	Agree Fully	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree Fully
a) START provided flexible and easy access to a range of training and training-related services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) START was more attractive for implementation of training than an otherwise available TA contract or another IQC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) START enabled Mission training activities that linked different SO teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) START sufficiently covered all of our training requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) START training supported State Department/Embassy public diplomacy efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please elaborate on any other successful features (specify):

Please explain or elaborate on any or all responses:

If you did use START, what were the most problematic features? (Indicate your level of agreement with each suggested response.)

	Agree Fully	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree Fully
a) Preparing and negotiating a Task Order was difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Prime or sub-contractor was non-responsive when problems were identified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) SO Team members or TA assistance contractors showed lack of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Administrative costs for services provided by prime or sub-contractor were high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you wish, elaborate on any response above, or comment on any other problematic feature of START:

If you did not use START, why not? (Check all suggested responses that apply to your experience.)

- ☐ a) Not aware of START
- ☐ b) Budgetary constraints
- ☐ c) Other training mechanisms used
- ☐ d) Other reasons (Please describe):

If you used other training mechanisms, what were they? (Please specify).

What type of successor mechanism to START would be most useful to a Mission or Bureau/Office seeking training and/or training-related services for 2006 and beyond? (Choose the best single response).

- ☐ a) A global IQC similar to START
- ☐ b) A region-specific IQC
- ☐ c) Training incorporated within mission-funded projects, such as TA projects or other mechanisms
- ☐ d) A combination of the above
- ☐ e) Other (Please specify):

If you selected option "d" above, please describe the combination:

Please elaborate or explain your response, if desired.

How will the role of training be critical to achieving strategic development in your country (ies) in 2006 and beyond?

What type of training and training-related services will be desired and valuable in the future? (Indicate your preference for each suggested response.)

	Yes	No
a) Institutional/Organizational development assessment	<input type="checkbox"/>	<input type="checkbox"/>
b) Individual and workgroup performance assessment	<input type="checkbox"/>	<input type="checkbox"/>
c) Performance gap analysis	<input type="checkbox"/>	<input type="checkbox"/>
d) Performance improvement consulting services	<input type="checkbox"/>	<input type="checkbox"/>
e) Training needs assessments	<input type="checkbox"/>	<input type="checkbox"/>
f) Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	<input type="checkbox"/>	<input type="checkbox"/>
g) Prepackaged training programs	<input type="checkbox"/>	<input type="checkbox"/>
h) Post-training follow-on	<input type="checkbox"/>	<input type="checkbox"/>
i) Evaluation of completed training programs and their impact	<input type="checkbox"/>	<input type="checkbox"/>

j) Simplified and flexible procurement of training and training-related services



k) Use of electronic media (e.g. Internet) to enhance information exchange and management of training



l) Supportive of USG public diplomacy activities/inter-agency goals



m) Small grants



If Other training and training-related services will be desired or valued in the future, please describe:

Please PRIORITIZE all responses to the previous question where you have indicated “Yes”, by listing the five most important ones (use the response letter).

1st Priority:

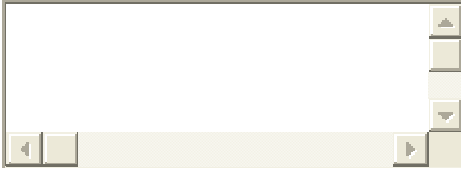
2nd Priority:

3rd Priority:

4th Priority:

5th Priority:

Please add any additional comments regarding past experience or future uses of START.



Please contact rwright@aintl.com if you have any questions regarding this survey.

QuestionPro

[Online Surveys](#) Powered By [QuestionPro Survey Software](#)

ANNEX I QUESTION GUIDE

Question Number	Question
1.1 (OE)	Mission
1.2 (OE)	Bureau/Office
1.3 (OE)	Other:
2	How familiar are you with START? - Very Familiar (1) - Somewhat Familiar (2) - Not Familiar at All (3)
3	Has your Mission or Bureau/Office ever used START IQC? - Yes (1) - No (2)
4	How many times has your organizational unit issued and/or implemented a START Task Order since the START IQC was awarded in August 2001? - Once (1) - 2-4 (2) - 5 or more times (3) - Not at all (4)
5a	Which components of START did you utilize? - Used Frequently (1) - Used Some (2) - Used Not at All (3) a) Planning and implementation of short-term or long-term training at U.S., third-country, or in-country sites
5b	b) Performance gap analysis or other related technical tasks in human capacity development.
5c	c) Prepackaged training programs
5d	d) Strengthen organizational capacity and leadership of local NGOs, grantees, and other host country organizations, including administration of small grants.
5e	e) Human capacity intervention related to training and performance improvement for crisis and conflict prevention, including "turnkey operations".
6a	If you did use START, please rate the following statements: what were the most successful features? (Indicate your agreement with each suggested response.) - Agree Fully (1) - Somewhat Agree (2) - Neither Agree nor Disagree (3) - Somewhat Disagree (4) - Disagree Fully (5) a) START provided flexible and easy access to a range of training and training-related services.
6b	b) START was more attractive for implementation of training than an otherwise available TA contract or another IQC.
6c	c) START enabled Mission training activities that linked different SO teams.
6d	d) START sufficiently covered all of our training requirements.
6e	e) START training supported State Department/Embassy public diplomacy efforts.
7 (OE)	Please elaborate on any other successful features (specify):
8 (OE)	Please explain or elaborate on any or all responses:
9a	If you did use START, what were the most problematic features? (Indicate your level of agreement with each suggested response.) - Agree Fully (1) - Somewhat Agree (2) - Neither Agree nor Disagree (3) - Somewhat Disagree (4) - Disagree Fully (5)

	a) Preparing and negotiating a Task Order was difficult.
9b	b) Prime or sub-contractor was non-responsive when problems were identified.
9c	c) SO Team members or TA assistance contractors showed lack of interest.
9d	d) Administrative costs for services provided by prime or sub-contractor were high.
10 (OE)	If you wish, elaborate on any response above, or comment on any other problematic feature of START:
11	If you did not use START, why not? (Check all suggested responses that apply to your experience.) <ul style="list-style-type: none"> - Not aware of START (1) - Budgetary constraints (2) - Other training mechanisms used (3)
11 (OE)	Other reasons (Please describe):
12 (OE)	If you used other training mechanisms, what were they? (Please specify).
13	What type of successor mechanism to START would be most useful to a Mission or Bureau/Office seeking training and/or training-related services for 2006 and beyond? (Choose the best single response). <ul style="list-style-type: none"> - A global IQC similar to START (1) - A region-specific IQC (2) - Training incorporated within Mission-funded projects, such as TA projects or other mechanisms (3) - A combination of the above (4)
13 (OE)	Other (please specify):
14 (OE)	If you selected option "d" above, please describe the combination:
15 (OE)	Please elaborate or explain your response, if desired.
16 (OE)	How will the role of training be critical to achieving strategic development in your country (ies) in 2006 and beyond?
17a-m	What type of training and training-related services will be desired and valuable in the future? (Indicate your preference for each suggested response.) <ul style="list-style-type: none"> - Yes (1) - No (2) a) Institutional/Organizational development assessment b) Individual and workgroup performance assessment c) Performance gap analysis d) Performance improvement consulting services e) Training needs assessments f) Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites g) Prepackaged training programs h) Post-training follow-on i) Evaluation of completed training programs and their impact j) Simplified and flexible procurement of training and training-related services k) Use of electronic media (e.g. Internet) to enhance information exchange and management of training l) Supportive of USG public diplomacy activities/inter-agency goals m) Small grants
18 (OE)	If other training and training-related services will be desired or valued in the future, please describe:
19.1 – 19.5	Please PRIORITIZE all responses to the previous question where you have indicated "Yes", by listing the five most important ones (use the response letter). 19.1 - 1 st Priority 19.2 – 2 nd Priority 19.3 – 3 rd Priority 19.4 – 4 th Priority 19.5 – 5 th Priority
20 (OE)	Please add any additional comments regarding past experience or future uses of START.

(OE) = open-ended question

ANNEX J

Summary of Questionnaire Responses

Survey Statistics Report

	Count	Completed / Started	Completed / Viewed	Started / Viewed
Completed	65	65.63%	42.57%	
Started	96			64.86%
Viewed	148			

Open Ended Text Data

Q1

Please complete the box that identifies your organizational unit by entering the name of that unit.

Mission:

Response ID	1.1	1.2	1.3
	Mission:	Bureau/Office:	Other:
195499	USAID/Albania		
195693	USAID/Russia	Office of Regional Development	
196254	Human Investments Office/ USAID-Nicaragua.		
196583	Office of Human Investment, USAID/Nicaragua		
197928	USAID/Malawi	AFRICA	
198222	USAID/Kinshasa		
198995	USAID/Panama		
199779	USAID/RCSA		
199796	USAID/Pakistan	ANE	
200236	USAID/Namibia	AFR	
200265	USAID/Mali	HEALTH SO TEAM	
205361	USAID/Kosovo	E&E	
205826	USAID/Angola	Economic Growth	
206237	USAID/CAR/Uzbekistan		
207555	USAID/Paraguay	LAC	
207877	USAID/Peru	LAC Bureau	
207984	USAID/Colombia	LAC	
208647	USAID/Dhaka		
208908	USAID Kenya	AFRICA BUREAU	
209168	USAID/Romania	Program Office (SDO)	
209461	USAID/Nepal	ANE	
209664	Ukraine, USAID/Kiev	E&E	Office of Program Coordination and Strategy
210566	USAID/Mission	Africa	
213827	USAID/Cairo	Cairo/Egypt	
213859	USAID West Bank & Gaza	General Development Office/Higher Education SO	
214455	AID/W	EGAT Agriculture Office	

214554	USAID/Honduras	Strategy and Program Support Office (SPS)	
224414	USAID/Mongolia	ANE	
224483	USAID/El Salvador		
224701	USAID/Bulgaria	E&E	
224788	USAID Macedonia	E&E Bureau	
224872	USAID/CAR/Kazakhstan	Program Support Office	
225070	USAID/Pretoria	AFR	Education Team
255522	AID/W	Global Health	
275477	AID/W	EGAT/AGR	
276415	USAID/East Timor	Program Office	
276757	USAID/Cambodia	Program	
276944	USAID/Cambodia	Program Office	
277061	USAID/Ethiopia Basic Education Services Office	AFR/SD	
277173	USAID/Russia	EE Bureau	
277217	Zimbabwe	AFR/SA	
277259	USAID/Bosnia-Herzegovina		
277268	USAID/Lebanon		
277321	USAID/Regional Center for Southern Africa (RCSA)		
277480	USAID/West Africa Regional Program		
277581	USAID/Mali Accelerated Economic Growth Team (AEG)	AFR	na
277674	USAID/CAR	E&E	
277785	USAID/Madagascar	Program Development and Assessment Office	
277930	USAID/Malawi	Program Office	
277931	USAID/Angola	General Development Office including health, education, agriculture, economic growth and democracy and governance.	
278067	USAID/Madagascar	Program Development Office	
278480	USAID/Zambia	Africa -Program Office	
278768	USAID/Mexico		
279251	USAID/Ghana	Program Office	Education Office
280761	USAID/Tanzania	EGAT/ED/PT	
282085	USAID/Guatemala - Central America Programs		
283822	USAID/Morocco	Office of Education	
291457	USAID/Guinea	Program Office	
291463	USAID/Guinea	Program Office	
291475	AID/W	EGAT/ED	
296461	USAID/Caucasus	Program and Project Support Office	
296462	USAID/Caucasus, Azerbaijan, Baku	USAID, Social Sector Office	

296833	USAID/Caucasus, Georgia	Program and Project Support
297558	USAID/Nigeria	

Q2

How familiar are you with START?

Very familiar	22	33.33%
Somewhat familiar	21	31.82%
Not familiar at all	23	34.85%

Total	66	
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Q3

Has your Mission or Bureau/Office ever used the START IQC mechanism?

Yes	34	49.28%
No	35	50.72%

Total	69	
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Q4

How many times has your organizational unit issued and/or implemented a START Task Order since the START IQC was awarded in August 2001?

Once	11	35.48%
2-4 times	16	51.61%
5 or more times	2	6.45%
Not at all	2	6.45%

Total	31	
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Q5

Which components of START did you utilize?(Include each component used in one or more START Task Orders.)

a) Planning and implementation of short-term or long-term training at U.S., third-country, or in-country sites

Used Frequently	16	66.67%
Used Some	7	29.17%
Used Not At All	1	4.17%

Total	24	
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b) Performance gap analysis or other related technical tasks in human capacity development.

Used Frequently	2	10.53%
Used Some	9	47.37%
Used Not At All	8	42.11%

Total	19	
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c) Prepackaged training programs

Used Frequently	5	26.32%
Used Some	9	47.37%
Used Not At All	5	26.32%

Total	19
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d) Strengthen organizational capacity and leadership of local NGOs, grantees, and other host country organizations, including administration of small grants.

Used Frequently	5	27.78%
Used Some	5	27.78%
Used Not At All	8	44.44%

Total	18
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e) Human capacity intervention related to training and performance improvement for crisis and conflict prevention, including turnkey operations.

Used Frequently	2	11.11%
Used Some	4	22.22%
Used Not At All	12	66.67%

Total	18
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Q6

If you did use START, please rate the following statements: what were the most successful features? (Indicate your agreement with each suggested response.)

a) START provided flexible and easy access to a range of training and training-related services.

Agree Fully	19	79.17%
Somewhat Agree	4	16.67%
Neither Agree nor Disagree	1	4.17%
Somewhat Disagree	0	0.00%
Disagree Fully	0	0.00%

Total	24
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b) START was more attractive for implementation of training than an otherwise available TA contract or another IQC.

Agree Fully	12	50.00%
Somewhat Agree	4	16.67%
Neither Agree nor Disagree	8	33.33%
Somewhat Disagree	0	0.00%
Disagree Fully	0	0.00%

Total	24
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c) START enabled Mission training activities that linked different SO teams.

Agree Fully	11	47.83%
Somewhat Agree	5	21.74%
Neither Agree nor Disagree	6	26.09%
Somewhat Disagree	1	4.35%
Disagree Fully	0	0.00%

Total	23
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d) START sufficiently covered all of our training requirements.

Agree Fully	15	62.50%
Somewhat Agree	7	29.17%

Neither Agree nor Disagree	1	4.17%
Somewhat Disagree	1	4.17%
Disagree Fully	0	0.00%

Total	24
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e) START training supported State Department/Embassy public diplomacy efforts.

Agree Fully	4	17.39%
Somewhat Agree	7	30.43%
Neither Agree nor Disagree	10	43.48%
Somewhat Disagree	2	8.70%
Disagree Fully	0	0.00%

Total	23
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Q7

Please elaborate on any other successful features (specify):

Response

ID	Mission/Bureau	Please elaborate on any other successful features (specify):
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199796	USAID/Pakistan	The US trainings are monitored and planned well. The follow in-country is also a strong aspect of the program
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209461	USAID/Nepal	START is very easy to use and the Contractors under START are very responsive.
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209664	Ukraine, USAID/Kiev	Ukraine is engaged in a number of programs that contribute significantly to local institutional sustainability. Being a cross-cutting project, START enabled the Mission to contribute to all its SOs conducting different range of short-term training. As a Result of Training Intervention we have a lot of success stories. After completion of the training many of participants brought a lot of innovations to their work places, changed performance. Other successful features of START were TRINET and TEOL (Training Events Online) the tracking information systems that keep information about all training and participants info.
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213827	USAID Cairo/ Egypt	The services of Devis for the TrainNet/VCS were a successful feature. Devis staff did not spare any effort to work hard on the historical data to move to the Mission repository. More over, the guidance provided to the Mission's training staff is outstanding.
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214455	EGAT Agriculture Office	START contractors were responsive to our office's technical requirements.
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Q8

Please explain or elaborate on any or all responses:

Response

ID	Mission/Bureau	Please explain or elaborate on any or all responses:
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209664	Ukraine, USAID/Kiev	START enabled the Mission to provide a Series of Training Interventions at different levels (national, regional and community levels) and in different venues (combination of in-country, and third country events). The START contract provided possibility for...
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213827	USAID Cairo/Egypt	START mechanism enables us to have a better control of the participants' data and information.
213859	USAID West Bank & Gaza; General Development Office/Higher Education SO	START provided us with a procurement mechanism that addressed the Mission's Higher Education Strategic Objective's long-term training needs in a comprehensive way.
214455	EGAT Agriculture Office	Our use of START was to conduct training needs assessments, but in only one case was any follow-up short-term training provided in-country.
224483	USAID/El Salvador	[5.d) Mission did look for strengthening organizational capacity and leadership of local NGOs and host country organizations, but it was done through the training under 5.a). 6. b) We used START because we thought that it was the only training-specialized mechanism. 6. e) We did not coordinate State Dept/Embassy training through START].
224788	USAID Macedonia	Under Q4, it is indicated that USAID Macedonia used the START IQC only once. It needs to be added that this was a regional Task Order that the Mission bought in to and the initial amount for the three year program was \$6,3 million. After that it was amended twice and the total amount reaches \$10 million.
283822	USAID/Morocco	I know about it but USAID/Morocco has not had any reason to work use START.
296461	USAID/Caucasus	CTO for the START/Caucasus activity
296462	USAID/Caucasus, Azerbaijan, Baku	Management of START was transferred to the Advisor in the Social Sector from the Programming Office.

Q9

If you did use START, what were the most problematic features? (Indicate your level of agreement with each suggested response.)

a) Preparing and negotiating a Task Order was difficult.

Agree Fully	4	19.05%
Somewhat Agree	1	4.76%
Neither Agree nor Disagree	5	23.81%
Somewhat Disagree	3	14.29%
Disagree Fully	8	38.10%

Total	21
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b) Prime or sub-contractor was non-responsive when problems were identified.

Agree Fully	0	0.00%
Somewhat Agree	2	9.09%
Neither Agree nor Disagree	3	13.64%
Somewhat Disagree	3	13.64%
Disagree Fully	14	63.64%

Total	22
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c) SO Team members or TA assistance contractors showed lack of interest.

Agree Fully	0	0.00%
Somewhat Agree	1	4.55%
Neither Agree nor Disagree	8	36.36%

Somewhat Disagree	3	13.64%
Disagree Fully	10	45.45%
Total	22	

d) Administrative costs for services provided by prime or sub-contractor were high.

Agree Fully	7	35.00%
Somewhat Agree	7	35.00%
Neither Agree nor Disagree	2	10.00%
Somewhat Disagree	3	15.00%
Disagree Fully	1	5.00%
Total	20	

Q10 (OE)

If you wish, elaborate on any response above, or comment on any other problematic feature of START:

Response ID	Mission/Bureau	If you wish, elaborate on any response above, or comment on any other problematic feature of START:
195499	Albania	Admin costs account for more than 50% of our training budget. Too much goes to overhead.
209461	USAID/Nepal	It was observed that the administrative costs differ from one task order to another.
213827	USAID/Cairo	Admin cost is not clearly identified, also it is relatively high, and doesn't encourage the CTOs to use this mechanism.
224483	USAID/EI Salvador	[9.a) In our specific case, the difficulties were during the preparation of the Statement of Work at the Mission level. Once it was done, and the contractor was selected, the contractor responded quickly to the negotiation. Due to the complexity of some of our training programs, for two of the three task orders that we placed, there was a need for a pre-contract visit. 9.d) There was a time when technical offices kept saying that using a U.S. contractor for training was too expensive. However, when we had a formal complaint from one of our technical offices, the Contractor was able to prove that though their services were expensive, their fees were lower than those of a TA contractor.
224788	USAID Macedonia	This is not listed under a) to d) but it needs to be mentioned that most of the time incremental funding was a painful process in spite of the efforts of the IQC CTO. AID Washington's Office of Procurement was very unresponsive to Mission needs.
296462	USAID/Caucasus, Azerbaijan, Baku	Previous Procurement Specialist no longer works for the office, therefore unable to determine whether negotiation or administrative costs for services were difficult or high.

Q11

If you did not use START, why not? (Check all suggested responses that apply to your experience.)

a) Not aware of START 8 22.86%

b) Budgetary constraints	8	22.86%
c) Other training mechanisms used	11	31.43%
d) Other reasons (Please describe):	8	22.86%

Total	35
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**Other Option [d) Other reasons
(Please describe):]**

Our regional program does not do a significant amount of participant training or education programs.
Training is not incorporated in the current Strategic Plan 2001/2006. We do very little participant training, and we had a mission mechanism that we used to organize training in the region.
Education Team did not find that it fit our SO and activities at present. Most of our training activities are in country.
USAID/Morocco strategy does/did not require the use of this IQC.
Participant training lost priority within the Mission.
N/A

Q12 (OE)

If you used other training mechanisms, what were they? (Please specify).

Response ID	Mission/Office	If you used other training mechanisms, what were they? (Please specify).
196583	Office of Human Investment, USAID/Nicaragua	TA projects or other mechanisms
198995	USAID/Panama	Given the small number of participants, they are handled by individual contractors (AED for the last several years).
199796	USAID/Pakistan	None other used
205826	USAID/Angola - Economic Growth	Grants, other EGAT IQCs
207877	USAID/Peru	The majority of Mission training activities have been implemented in-country and through Technical Assistance providers.
207984	USAID/Colombia	Participant training handled by contractors and grantees.
208908	USAID Kenya	World Learning IQC
209461	USAID/Nepal	Some training programs were handled directly by the U.S. contractors based in Katmandu that fall under their contracts.
275477	AID/W -EGAT/AGR	Don't know
276415	USAID/East Timor PO	Small Grants program
277321	USAID/Regional Center for Southern Africa (RCSA)	We set up a task order under one of our contracts specific to regional training events, meetings, and invitational travel
277480	USAID/West Africa Regional Program	None used. As a regional program we undertake very limited training.
277581	USAID/Mali	In-house training
	Accelerated Economic	Regional training with several Missions

277931	Angola-General Dev Office	Mechanism built into agreements or contracts.
278067	USAID/ Madagascar	Most trainings are planned under contractors and grantees.
278768	Mexico	Bought in to 2 existing Washington Cooperative Agreements.
280962	USAID/Tanzania	Purchase order under Development Associates.
283822	USAID/Morocco	No
291463	USAID/Guinea	GTD before START. AFGRAD and ATLAS in the past. Nothing in recent years.
296462	USAID/Caucasus, Azerbaijan, Baku	Many project activities have built in training into the design. The project implementers procured and handling all the administrative related activities.
297558	USAID/Nigeria	Training was conducted through implementing partners.

Q13

**What type of successor mechanism to START would be most useful to a Mission or Bureau/Office seeking training and/or training-related services for 2006 and beyond?
(Choose the best single response).**

a) A global IQC similar to START	18	36.73%
b) A region-specific IQC	5	10.20%
c) Training incorporated within mission-funded projects, such as TA projects or other mechanisms	14	28.57%
d) A combination of the above	12	24.49%
e) Other (Please specify):	0	0.00%

Total **49**

Other Option [e] Other (Please specify):]

Q14

If you selected option d above, please describe the combination:

Response ID	Mission/Office	If you selected option d above, please describe the combination:
198222	USAID/Kinshasa	I think that there should be different types of trainings in order to attract the largest number of persons: some may benefit most from a specific training that is attached to a project; others may need a more general type of training. Time and distance.
205826	USAID/Angola	Global IQC with region-specific focus that incorporates training and TA
207984	USAID/Colombia	Mission funded projects work well in our case but we understand that START has been useful through experiences of other missions. A global IQC should work given the right contractor.
209168	USAID/Romania-Program Office (SDO)	Currently, our mission's strategy implements all training events as incorporated within mission-funded projects. However, access to a regional and/or global IQC would bring more training opportunities and shared experiences in the region.
214455	EGAT Agriculture Office	w

277061	USAID/Ethiopia Basic Education Services Office	b and c
277321	USAID/Regional Center for Southern Africa (RCSA)	Combine b & c. I am interpreting c to indicate something that we could incorporate at the time of activity design.
278768	Mexico	Combination of a region-specific IQC and Training incorporated within mission-funded projects.
282085	USAID/Guatemala - Central America Programs	Regional instruments funded by all Central America and Mexico (CAM) countries.
296462	USAID/Caucasus, Azerbaijan, Baku	All countries in the E&E region were once under a centralized Soviet system and are struggling with similar problems. A region-specific IQC would provide economies of scale in the administration, planning and implementation of trainings and other activities. At the same time, an in-country office will be able to support country office needs and complement/augment mission-funded projects.

Q15

Please elaborate or explain your response, if desired.

Response ID	Mission/Office	Please elaborate or explain your response, if desired.
195499	Albania	We're planning on buying into the regional FORECAST task order, as we did with START, so we have to wait and see how it turns out under the new IQC.
198995	USAID/Panama	We have a small number of participants expected, so we really have no comment on the desirability of any multi-country arrangement.
208908	USAID Kenya	Cost Containment. Global IQC would pool together resources.
213827	USAID Cairo/Egypt	Using type 'A' assures better compliance with the ADS 253 and relevant policies.
224701	USAID/Bulgaria	A regional IQC into which even the close-out Mission will be able to buy-into the regional funds – most probably, requests for training in support of US foreign policy objectives will not stop with USAID close-outs, and sometimes PAO are not able to provide that much tailored trainings as the programs USAID delivered through PTP.
		Alumni Association mechanism is often debated yet I believe no working solution has thus far been found for utilizing the US experience and capacity built thru PTP-type of programs.
224788	USAID Macedonia	Mission specific Task Order under the IQC
224872	USAID/CAR/Kazakhstan-Program Support Office	We think that the Mission has enough participant training requests and management capacity to warrant a dedicated, in-house CTO. Therefore, several years ago in 2001 USAID/CAR chose to have a separate Task Order for its START participant training program instead of supporting regional IQC. Hence, the Mission prefers to have a separate Task Order for PTP in the future.
277061	USAID/Ethiopia Basic Education Services	A region-specific IQC would fit training needs better. It would also be useful to have training incorporated within mission-

	Office	funded projects.
277321	USAID/Regional Center for Southern Africa (RCSA)	We in AFR have a large number of non-presence countries that we oversee training for, and this creates special difficulties. I chose c also because it sounds like something whereby we could go either way, i.e., planning ahead, or on-the-spot buy-in.
277581	USAID/Mali - Accelerated Economic Growth Team (AEG)	Gives flexibility to the Mission to target the education institutions and sites it desires.
283822	USAID/Morocco	We have used a previous similar mechanism, which, as I recall worked well. I don't see a regional mechanism as necessarily more efficient or effective.

Q16

How will the role of training be critical to achieving strategic development in your country (ies) in 2006 and beyond?

Response ID	Mission/Office	How will the role of training be critical to achieving strategic development in your country (ies) in 2006 and beyond?
195499	Albania	Human capacity development is one of the most important interventions in countries in transition. This is a very good tool to address human capacity development.
196583	Office of Human Investment, USAID/Nicaragua	Human Resources trained and organized are the most important input to get best results in any strategic development plan.
198222	USAID/Kinshasa	Many of our staff are young, but highly motivated, as evidenced by the numbers of staff who take the initiative to study English language after hours through an on-line course. In the case of many of these individuals, a little training would assist them in advancing in their career with the USG.
198995	USAID/Panama	Current strategy, through FY 2009, does not contemplate large numbers of participants or extensive training needs. Panama's human resources are relatively well developed, and we are working with a relatively limited number of institutions. However, we expect that specialized short-term training will be needed in several disciplines.
199779	USAID/RCA	For the regional programs of RCSA, US-based training will not be critical. While we do capacity building for regional institutions, this is largely accomplished through technical assistance provided for under existing contracts.
199796	USAID/Pakistan	One of the main objectives of our program is training of teachers. The START IQC we have at present is supporting the achievement of this objective. We would like to continue this process and expand in-country training. Since most of the training organizations in Pakistan do not have the capacity to deliver good quality programs, this program will help develop the capacity of these organizations also.
200236	Namibia	It will build skills and knowledge and the overall capacity of Namibians and help promote the sustainability of key programmatic achievements.
205826	Angola - Economic Growth	In the Angolan context, the implementation of sustainable initiatives hinges on capacity building, and training is critical.
207555	USAID/Paraguay	The current Strategy is ending in FY 2006. The next Strategy Statement for FY 2007-2001 is currently being developed by the Mission. Training mechanism was not fully discussed yet.

207877	USAID/Peru	Training activities will be necessary to expand high level capacities available in the capital and main cities of the country to the regions and especially to the rural areas. Training activities will permit the strengthening of capacities inside the country as well as greater access of Peruvians especially in rural areas to the benefits of socio-economic growth: access to better education and health services, more informed citizens oversee the performance of government institutions and authorities, strengthened capacities to establish licit productive activities, thus contributing to the establishment of a more stable environment in which legitimate and sustainable development can flourish.
208908	USAID Kenya	Training will be very critical to achieving our strategic objective because 1) Host government has weak capacity to implement our programs and 2) past USAID investment in training in Kenya has dried out through retirements.
209461	USAID/Nepal	Training is very critical to achieving strategic development as it provides knowledge and skills require to achieve the goals and objectives of the SO.
209664	Ukraine, USAID/Kiev	In helping Ukrainians adopt and implement international standards.
213827	USAID Cairo/Egypt	Participant training is critical in that regard, because it identify the gap in the skills needed to achieve the goals of the strategic objectives.
214554	USAID/Honduras - SPS Office	Training is included in all SO work plans within the Mission as an element for achieving 27:27- The Mission promotes new fields of study with the country to accomplish USAID Initiatives and Strategic Objectives.- Participants who return to Honduras after they finish their studies will be encourage to coordinate with Mission activities.- Providing training to economically disadvantaged youth and rural professionals will strengthen and upgrade professional skills or leaders in key development fields selected by the Mission.
224414	USAID/Mongolia	Training will be very critical to the extent that the gap between the skills of the global workforce versus Mongolia's national average puts Mongolian human resources into a low competitive range. If radical changes in knowledge and technology transfer do not happen, in the long term this may impede economic growth.
224483	USAID/EI Salvador	By enhancing the capacity of our partners/beneficiaries, we will be able to achieve our strategic objectives in the areas of economic freedom, health, education and democracy and governance.
224701	USAID/Bulgaria	Linked to Close-out activities and legacy thoughts, training activities will probably be most strongly focused on strengthening the legacies identified and trying to built some network of alumni.
224788	USAID Macedonia	Having in mind the FORECAST IQC that exists since May 2005 and the specific Task Order that will be issued for USAID Macedonia in August 2005, training and other forms of interventions such as technical assistance, consultations, buying equipment, on-the-job training, and small grants will be crucial to achieving the Mission's strategic objectives.]
224872	USAID/CAR- Program Support Office	The PTP is a model cross-cutting program. It is an integral and complementary part of each SO team's portfolio. Training focusing on capacity development will be the key direction in 2006 and beyond and the main focus will be promote more sustainable loc.

225070	USAID/Pretoria - Education Office	The role of training is critical to ensure that the Education Strategic Objective in South Africa is achieved through supporting capacity building and training targeted at senior Department of Education officials in relevant strategic areas to enhance the
275477	USAID/W - EGAT/AGR	Training is necessary to build a critical mass of professionals who can become the leaders in and of their respective academic institutions, ministries, and private sector.
276415	USAID/East Timor	Capacity building is a key cross-cutting element theme in development of East Timor.
277061	USAID/Ethiopia Basic Education Services Office	The new strategy that aims at strengthening resiliency and thereby overcome man-made and natural shocks requires various types of skills combining development and conflict resolution skills.
277321	USAID/Regional Center for Southern Africa (RCSA)	We use training and meetings to help technical specialists from across the region to achieve a common understanding of issues and the way forward. We also use training to help fill gaps for technical areas in countries that are less developed than others.
277581	USAID/Mali Accelerated Economic Growth Team (AEG)	Prepare the new generation of agri-business leaders, particularly among the youth.
277931	Angola-General Development Office	Yes. It is extremely important given the level of the Angolan people after the 27 year civil war. The education system was devastated and is VERY slowly gaining ground.
278768	Mexico	Training is key under Bush & Fox's initiative, Partnership for Prosperity, which aims to increase Mexico's competitiveness through increased workforce development and capacity of Mexican higher education institutions (TIES program).
280761	USAID/Tanzania	Training is very instrumental in achieving strategic development and this could be achieved through training the deserving key players in the partner organizations that deal the respective SO's. Soon the implementers will retire or leave and who'll take t...
283822	USAID/Morocco	Interesting question. Most of our training is in-country and short-term. We do not so any long term training anymore as in the 'old' days. Curiously, we have mentioned the desire to get back into very selective long-term training in the out years, if e...
291463	USAID/Guinea	Hopefully we will have renewed emphasis on training in our new strategy. Participant training has also appeared recently as an AFR Bureau priority.
296462	USAID/Caucasus, Azerbaijan, Baku	Two overriding factors permeate USG assistance strategy in Azerbaijan: oil revenues and corruption. Oil revenues are beginning to flow in to various GOAJ entities, and the impact that has on our assistance strategy have been considered. Most government entities do not have the capacity to manage this increased wealth. For this reason, the Azerbaijan office has responded with targeted assistance. In terms of the Bureau's Monitoring Country Progress (MCP) system, Azerbaijan is well behind the phase-out threshold in the Economic Growth, Health and Democracy & Governance areas, especially so in health where it is next to last in the transition region.
296833	USAID/Caucasus	PTP will assist with the institutional changes needed to advance reforms in Georgia.
297558	USAID/Nigeria	Youth workforce development and employment generation are worsening problems that must be addressed.

Q17 a-m

**What type of training and training-related services will be desired and valuable in the future?
(Indicate your preference for each suggested response.)**

a) Institutional/Organizational development assessment

Yes	37	88.10%
No	5	11.90%

Total	42	
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b) Individual and workgroup performance assessment

Yes	19	59.38%
No	13	40.63%

Total	32	
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c) Performance gap analysis

Yes	22	61.11%
No	14	38.89%

Total	36	
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d) Performance improvement consulting services

Yes	16	47.06%
No	18	52.94%

Total	34	
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e) Training needs assessments

Yes	29	74.36%
No	10	25.64%

Total	39	
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f) Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites

Yes	40	90.91%
No	4	9.09%

Total	44	
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g) Prepackaged training programs

Yes	23	67.65%
No	11	32.35%

Total	34	
--------------	-----------	--

h) Post-training follow-on

Yes	28	73.68%
No	10	26.32%

Total	38	
--------------	-----------	--

i) Evaluation of completed training programs and their impact

Yes	33	82.50%
No	7	17.50%

Total	40	
--------------	-----------	--

j) Simplified and flexible procurement of training and training-related services

Yes	30	78.95%
No	8	21.05%

Total	38	
--------------	-----------	--

k) Use of electronic media (e.g. Internet) to enhance information exchange and management of training

Yes	27	79.41%
No	7	20.59%

Total	34	
--------------	-----------	--

l) Supportive of USG public diplomacy activities/inter-agency goals

Yes	24	72.73%
No	9	27.27%

Total	33	
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m) Small grants

Yes	18	52.94%
No	16	47.06%

Total	34	
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Q18

If other training and training-related services will be desired or valued in the future, please describe:

Response ID	Mission/Bureau	If Other training and training-related services will be desired or valued in the future, please describe:
200265	USAID/Mali-Health SO Team	MONITORING&EVALUATION - PROGRAM DESIGN & MANAGEMENT - OPERATIONAL RESEARCH
207555	USAID/ Paraguay	As stated above, the next Strategy Statement for FY 2007-2001 is currently being developed; therefore, training mechanisms were not fully discussed yet.
209461	USAID/Nepal	Training needs assessment and post training follow-on.
224483	USAID/EI Salvador	Even though we do not plan to use an IQC mechanism for training during our new strategy, we consider that the services marked above are very important
277321	USAID/Regional Center for Southern Africa (RCSA)	We could use support for organizing invitational travel, especially with all of the J-1 visa requirements
283822	USAID/Morocco	the above are very 'iffy'. Item 'f' by the way would not be for in-country.

Open Ended Text Data

Q19

Please PRIORITIZE all responses to the previous question where you have indicated Yes, by listing the five most important ones (use the response letter).

Response ID	Mission/Office	1st Priority:	2nd Priority:	3rd Priority:	4th Priority:	5th Priority:
195499	Albania	F	D	C	I	K
196583	Office of Human Investment, USAID/Nicaragua	a)	f)	m)	g)	k)
198222	USAID/Kinshasa	k.	b.	e.	g.	a.
199796	USAID/Pakistan	f) Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	h) Post-training follow-on	i) Evaluation of completed training programs and their impact	a) Institutional/Organizational development assessment	j) Simplified and flexible procurement of training and training-related services
200236	Namibia	i	e	f	g	
200265	USAID/Mali - Health SO Team	n)	e)	a)	c)	i)
205826	Angola - Economic Growth	Institutional and individual training; Performance gaps analysis; Planning and implementation of short-term and long-term training at US; Post-training follow-on	Prepackaged training programs Evaluation of completed training programs and their impact Simplified and flexible procurement of training and training-related services	Use of electronic media Supportive of USG public diplomacy activities		
207877	USAID/Peru	f) Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	k) Use of electronic media (e.g. Internet) to enhance information exchange and management of training	j) Simplified and flexible procurement of training and training-related services	l) Supportive of USG public diplomacy activities/inter-agency goals	
208908	USAID Kenya	c) Performance gap analysis	g) Prepackaged training programs	a) Institutional/Organizational development	d) Performance improvement consulting services	i) Evaluation of completed training programs and their

				assessment		impact
209168	USAID/Romania - Program Office (SDO)	i	h	k	d	c
209461	USAID/Nepal	e.	f.	j.	a.	i.
209664	USAID/Kiev	f) Planning and implementation of short-term training at U.S., third-country, and in-country sites	e) Training needs assessments	i) Evaluation of completed training programs and their impact	h) Post-training follow-on	j) Simplified and flexible procurement of training and training-related services
213827	USAID Cairo/Egypt	C	E	F	G	K
213859	USAID West Bank & Gaza; General Development Office/Higher Education SO	F	H	J	I	M
214455	EGAT Agricultural Office	d	b	f	j	
214554	USAID/Honduras; SPS	f	g	h	i	j
224701	USAID-Bulgaria	f) Training programs â US, TCT, ICT	l) Supportive of USG foreign policy/diplomacy	h) Follow-on on trainings	g) Prepackaged Training programs	d) Performance improvement consulting services
224788	USAID/Macedonia	a	c	f	j	m
225070	USAID/Pretoria	F	J	H	L	I
275477	USAID/W - EGAT/AGR	c) Performance gap analysis	j) Simplified and flexible procurement of training and training-related services	e) Training needs assessments	f) Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	a) Institutional/Organizational development assessment
276415	USAID/East Timor - Program Office	f	m	I	a	
277061	USAID/Ethiopia Basic Education Services Office	f, h, i, j, k,	a, c, e, I			
277321	USAID/Regional Center for Southern Africa (RCSA)	f	j	a	e	
277480	USAID/West Africa Regional Program	a.	f.			

277581	USAID/Mali - Accelerated Economic Growth Team (AEG)	f	h	m	b	a
277931	Angola-General Development Office	i.	c.	k.	a.	j.
278067	USAID/Madagascar; General Development Office	c) Performance gap analysis	e) Training needs assessments	f) Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	i) Evaluation of completed training programs and their impact	j) Simplified and flexible procurement of training and training-related services
278768	Mexico	c) Performance gap analysis	e) Training needs assessments	i) Evaluation of completed training programs and their impact	h) Post training follow-on	j) Simplified and flexible procurement of training and training-related services
279251	USAID/Ghana	K	f	l	i	h
280761	USAID/Tanzania	Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	Prepackaged training programs	Post-training follow-on	Small grants	Performance improvement consulting services
283822	USAID/Morocco	they are in the right order				
291463	USAID/Guinea	a,f,h,i,j				
296462	USAID/Caucasus, Baku	(f) short- and long-term trainings	(h) post training follow on	(a)institutional/organizational development assessment	(j) simplified and flexible procurement of training and training-related services	(k) supportive of USG public diplomacy activities
296833	USAID/Caucasus	f) Planning and implementation of short-term and long-term training at U.S., third-country, and in-country sites	l) Supportive of USG public diplomacy activities/inter-agency goals	d) Performance improvement consulting services	a) Institutional/Organizational development assessment	i) Evaluation of completed training programs and their impact
297558	USAID/Nigeria	e	a	h	i	j

Please add any additional comments regarding past experience or future uses of START.

Response ID	Mission/Office	Please add any additional comments regarding past experience or future uses of START.
198995	USAID/Panama	We really cannot say yes to any of these since that would imply a preference as to what START or successor should do. At the same time, we know that our contractors or grantees will be expected to provide these kinds of services within their areas.
208908	USAID/Kenya	A need for tripartite arrangements for funding training programs that include host country, US Universities and USAID co financing the programs.
209461	USAID/Nepal	START IQC is very easy to work and to implement the training program. Future use of START depends on funds availability for training. However, it is very essential to have a mechanism like START in place to implement our direct funded training programs.
224398	NO MISSION	EGAT talk with PVC-ASHA forwarded your original message to Tom Kennedy and George Like already, so they may be in touch). I see something in the questionnaire about 'organizational capacity' for NGOs (among others) which is something PVC-ASHA is actively addressing as well -- and ASHA is a potentially great source of collaboration for in-country and third country training; - I'm personally a strong supporter of in-country (or, if absolutely necessary, third country) training over U.S. training. I've seen too many participants not return to their home countries (or at least drag their feet for years) after U.S.-based training, and I've seen too many people with training that isn't directly geared to local needs and circumstances (too high tech, too Western in approach, etc.). In addition, in-country training can be done at a fraction of the cost and leave a potentially much more lasting effect (e.g., a local training institution), if done thoughtfully.
224483	USAID/El Salvador	In the future, it would be very useful to have in mind the experience that our Mission had at the beginning of START: In the IQC document, it was stated that the payment method to use was Cost-Plus-Incentive-Fee (CPIF). Regarding training, CPIF was new to the Mission, but as we did not have a choice, we placed the first START Task Order that way. The inflexibility of that method, that required a thorough assessment of the services received, caused serious delays in our training programs. Later, this requirement changed, and we were allowed to use the Cost-Plus-Fixed-Fee (CPFF). START then became flexible enough for us to expedite the implementation.
224701	USAID/Bulgaria	Flexible and responsive, reliable and cooperative , respected among the other TA programs.
277321	USAID/Regional Center for Southern Africa (RCSA)	Since we don't have SOAGs, we might need to obligate funds up-front, without knowing exactly what we would use the funds for -- i.e., a sort of reserve.
280761	USAID/Tanzania	n/a
283822	USAID/Morocco	If we were ever to use the services of START, it might insist to have a person on the ground to assist (locally-recruited). Also, any TA would have to be a combination of US and Moroccan.

ANNEX K
TraiNet Data Tables

Table 1
USAID - START Participant Training Only - August 2001 to April 2005

	IC - Long	IC - Short	<i>Total In Cntry</i>	TC-Long	TC - Short	<i>Total 3rd Cntry</i>	US - Long	US - Short	<i>Total U.S.A.</i>	<i>Grand Total</i>
Development Associates	510	15,497	16,007	21	255	276	114	400	514	16,797
Academy for Educational Dev.	311	29,660	29,971	0	3,297	3,297	124	813	937	34,205
World Learning	1,316	29,525	30,841	12	2,810	2,822	27	1,340	1,367	35,030
Total START	2,137	74,682	76,819	33	6,362	6,395	265	2,553	2,818	86,032
Europe & Eurasia	2,132	58,214	60,346	12	6,032	6,044	27	1,809	1,836	68,226
Africa	5	1,650	1,655	1	50	51	55	109	164	1,870
Asia & Near East	0	2,216	2,216	20	80	100	168	411	579	2,895
Latin America & Caribbean	0	12,584	12,584	0	199	199	15	210	225	13,008
Other Region	0	18	18	0	1	1	0	14	14	33
Total START	2,137	74,682	76,819	33	6,362	6,395	265	2,553	2,818	86,032

Table 2
USAID -- ALL Participant Training -- October 2001 to April 2005

	IC - Long	IC - Short	<i>Total In Cntry</i>	TC-Long	TC - Short	<i>Total 3rd Cntry</i>	US - Long	US - Short	<i>Total U.S.A.</i>	<i>Grand Total</i>
Europe & Eurasia	4,781	154,102	158,883	29	13,650	13,679	331	6,474	6,805	179,367
Africa	128,243	580,264	708,507	57	18,623	18,680	623	1,704	2,327	729,514
Asia & Near East	9,480	168,376	177,856	96	4,174	4,270	1,197	3,937	5,134	187,260
Latin America & Caribbean	80,467	138,148	218,615	545	1,040	1,585	2,897	1,403	4,300	224,500
Other Region	0	2	2	0	31	31	1	7	8	41
Total ALL Participants	222,971	1,040,892	1,263,863	727	37,518	38,245	5,049	13,525	18,574	1,320,682

Data Source: TraiNet database
TraiNet Management: Development InfoStructure

START Totals as a Portion of ALL Participant Training -- October 2001 to April 2005

	IC-Long	IC-Short	<i>Total</i> <i>In Cntry</i>	TC-Long	TC-Short	<i>Total</i> <i>3rd Cntry</i>	US-Long	US-Short	<i>Total</i> <i>U.S.A.</i>	<i>Grand</i> <i>Total</i>
Europe & Eurasia	0.44593	0.37777	0.37981	0.41379	0.44190	0.44185	0.08157	0.27943	0.26980	0.38037
Africa	0.00004	0.00284	0.00234	0.01754	0.00268	0.00273	0.08828	0.06397	0.07048	0.00256
Asia & Near East	0.00000	0.01316	0.01246	0.20833	0.01917	0.02342	0.14035	0.10439	0.11278	0.01546
Latin America & Caribbean	0.00000	0.09109	0.05756	0.00000	0.19135	0.12555	0.00518	0.14968	0.05233	0.05794
Other Region	*	*	*	*	*	*	*	*	*	*
Total ALL Participants	0.00958	0.07175	0.06078	0.04539	0.16635	0.16721	0.05249	0.18876	0.15172	0.06514

START Totals as a Percentage of ALL Participant Training -- October 2001 to April 2005

	IC-Long	IC-Short	<i>Total</i> <i>In Cntry</i>	TC-Long	TC-Short	<i>Total</i> <i>3rd Cntry</i>	US-Long	US-Short	<i>Total</i> <i>U.S.A.</i>	<i>Grand</i> <i>Total</i>
Europe & Eurasia	44.59%	37.78%	37.98%	41.38%	44.19%	44.18%	8.16%	27.94%	26.98%	38.04%
Africa	0.00%	0.28%	0.23%	1.75%	0.27%	0.27%	8.83%	6.40%	7.05%	0.26%
Asia & Near East	0.00%	1.32%	1.25%	20.83%	1.92%	2.34%	14.04%	10.44%	11.28%	1.55%
Latin America & Caribbean	0.00%	9.11%	5.76%	0.00%	19.13%	12.56%	0.52%	14.97%	5.23%	5.79%
Other Region	*	*	*	*	*	*	*	*	*	*
Total ALL Participants	0.96%	7.17%	6.08%	4.54%	16.63%	16.72%	5.25%	18.88%	15.17%	6.51%

**START Totals as a Percentage of ALL Participant Training *EXCLUDING* In-Country Training for
Azerbaijan, Kazakstan, Ethiopia, Egypt, Guatemala -- October 2001 to April 2005**

	IC-Long	IC-Short	<i>Total</i> <i>In Cntry</i>	TC-Long	TC-Short	<i>Total</i> <i>3rd Cntry</i>	US-Long	US-Short	<i>Total</i> <i>U.S.A.</i>	<i>Grand</i> <i>Total</i>
Europe & Eurasia			63.88%			44.18%			26.98%	63.88%
Africa			1.87%			0.27%			7.05%	1.71%
Asia & Near East			2.22%			2.34%			11.28%	2.65%
Latin America & Caribbean			25.14%			12.56%			5.23%	22.07%
Other Region			*			*			*	*
Total ALL Participants			15.50%			16.72%			15.17%	15.62%

* = negligible

Data Source: Development InfoStructure

Data Analysis: Assessment Team

Table 2 -- rev.7/2/05

USAID -- ALL Participant Training -- Oct 2001 to Apr 2005: *In-Country Training Concentrations Excluded*

	IC - Long	IC - Short	Total In Cntry	TC-Long	TC - Short	Total 3rd Cntry	US - Long	US - Short	Total U.S.A.	Grand Total
Europe & Eurasia	4,781	154,102	158,883	29	13,650	13,679	331	6,474	6,805	179,367
<i>Azerbaijan</i>			58,535							
<i>Kazakhstan</i>			57,960							
<i>E&E totals excluding 2 countries'</i>										
<i>In Country Training</i>			42,388			13,679			6,805	62,872
Africa	128,243	580,264	708,507	57	18,623	18,680	623	1,704	2,327	729,514
<i>Ethiopia</i>			619,918							
<i>AFR totals excluding 1 country's</i>										
<i>In Country Training</i>			88,589			18,680			2,327	109,596
Asia & Near East	9,480	168,376	177,856	96	4,174	4,270	1,197	3,937	5,134	187,260
<i>Egypt</i>			78,066							
<i>ANE totals excluding 1 country's</i>										
<i>In Country Training</i>			99,790			4,270			5,134	109,194
Latin America & Caribbean	80,467	138,148	218,615	545	1,040	1,585	2,897	1,403	4,300	224,500
<i>Guatemala</i>			168,553							
<i>LAC totals excluding 1 country's</i>										
<i>In Country Training</i>			50,062			1,585			4,300	55,947
Other Region	0	2	2	0	31	31	1	7	8	41
Total ALL Participants	222,971	1,040,890	1,263,863	727	37,518	38,245	5,049	13,525	18,574	1,320,682
<i>Total ALL Participants excluding</i>										
<i>In-Country Training for</i>										
<i>5 countries listed above</i>			280,831			38,245			18,574	337,650
<i>In-Country Training for 5 countries</i>										
<i>listed above</i>			983,032						983,032	
<i>Sub-total</i>			1,263,863			38,245			18,574	1,320,682

Table 3

